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Project Editor
Belinda Bazinet

Copy Editor
Sandi Davis

Cover Art, Book Design, and Illustrations
L. Susan Fair

Composition and Prepress Production
Nedra O. Looney

Print Preparation and Distribution
Diane Clark

AIR FORCE RESEARCH INSTITUTE

AIR UNIVERSITY PRESS

Director and Publisher
Allen G. Peck

Editor in Chief
Oreste M. Johnson

Managing Editor
Demorah Hayes

Design and Production Manager
Cheryl King

Air University Press
155 N. Twining St., Bldg. 693
Maxwell AFB, AL 36112-6026

afri.aupress@us.af.mil
<http://aupress.au.af.mil/>
<http://afri.au.af.mil/>



The Air University Catalog is the official Air University publication for disseminating information on Air University educational programs, including professional military education. This catalog is supplemented by the following publications: *Air Force Institute of Technology (AFIT) Catalog*; *Community College of the Air Force (CCAF) General Catalog*; and *Air Force Career Development Academy (AFEDA) Catalog*.

The Air University Catalog serves as both a source document and a planning document for Air University schools and staff personnel. It serves as a public relations medium for Air Force, Department of Defense, and civilian audiences. The catalog also provides a brief description of the schools and professional organizations that make up the Air University. Finally, it describes the educational opportunities available in each school, the work performed by each related organization in carrying out the educational objectives of the Air University, and all Air University educational support organizations.

The statements in this catalog outline the current rules, regulations, and policies of the Air University and are for informational purposes only. They should not be construed as the basis of a contract between the student and the university. While the provisions of this catalog normally will be applied as stated, the university reserves the right to change any provision listed in this catalog.

The Air University Catalog and other information about Air University organizations are available over the World Wide Web on the Air University home page (<http://www.au.af.mil/au>).

Disclaimer

This Air University Catalog is nondirective and should not be used for quoting AU, Air Force, or Department of Defense policy. It is intended as a compilation of Air University academic information. Cleared for public release: distribution unlimited.

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INTRODUCTION TO THE AIR UNIVERSITY

Key Staff

Lt Gen Steven L. Kwast	Commander and President
Maj Gen Timothy J. Leahy	Vice Commander
Dr. Matthew Stafford	Vice President for Academic Affairs
Brig Gen Christopher A. Coffelt	Commander, Carl A. Spaatz Center for Officer Education
Brig Gen Paul H. Guemmer	Commander, Jeanne M. Holm Center for Officer Accessions and Citizen Development
Maj Gen Timothy J. Leahy	Commander, Curtis E. LeMay Center for Doctrine Development and Education
Col Thomas McCarthy	Commandant, School of Advanced Air and Space Studies
Col Edward W. Thomas, Jr.	Commander, Thomas N. Barnes Center for Enlisted Education
Col Kenneth R. Tatum	Commander, Ira C. Eaker Center for Professional Development
Col Charles Webb, Jr.	Commandant, USAF Test Pilot School
Dr. Todd I. Stewart	Director/Chancellor, Air Force Institute of Technology
Mr. Allen G. Peck	Director, Air Force Research Institute
Col Andrea Tullos	Commander, 42d Air Base Wing

Advisory Bodies

Command Board of Advisors

The university's Command Board of Advisors (CBOA) is composed of the vice commanders of each Air Force major command (MAJCOM), including the Air National Guard, Air Force Reserve Command, and the chief master sergeant of the Air Force. The Air Force deputy chief of staff for manpower and personnel, the superintendent of the US Air Force Academy, and the AU vice president for academic affairs are nonvoting advisors to the CBOA.

The CBOA provides the AU commander and president with feedback on how well-prepared graduates are to accomplish their MAJCOM-unique missions. Board members provide insight on emerging requirements that affect the educational needs of their respective commands. This advisory board meets periodically at Maxwell AFB, Alabama, or at the Pentagon.

Voting Members: Vice commanders of the following MAJCOMs and the chief master sergeant of the Air Force.

Air Education and Training Command	AF Materiel Command
Air Combat Command	Air Mobility Command
AF Global Strike Command	Air National Guard
AF Reserve Command	AF Space Command
Pacific Air Forces	AF Special Operations
USAF Forces in Europe	

Board of Visitors

The Board of Visitors (BOV) is chartered to provide independent advice and recommendations on the educational, doctrinal, and research policies and activities of Air University. The BOV meets with and advises the secretary of the Air Force (SAF) and the chief of staff of the Air Force (CSAF) on matters of policy regarding the mission of AU. Meeting periodically throughout the academic year, the board presents a written report of its views and recommendations to the AU commander and president. The report is subsequently presented to the CSAF and the SAF for their awareness and action. The secretary of defense (SecDef) appoints members who are eminent authorities in the fields of airpower, defense, management, leadership, and academe. Members normally serve annual renewable terms up to a maximum of eight years.

BOV OFFICERS 2015

Dr. Muriel Howard, Chair
President, American Association of State Colleges and Universities
Washington, DC

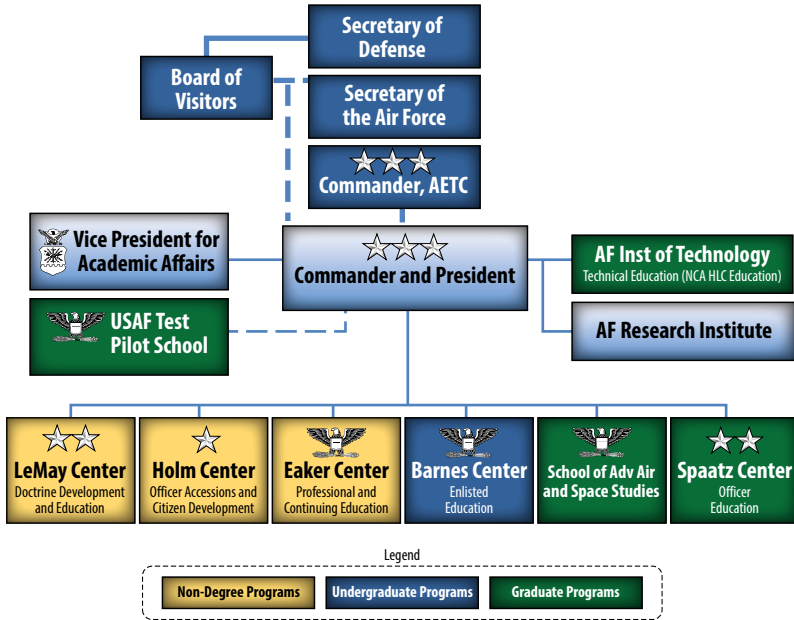
Mr. Fletcher Wiley, Chair-Elect
Attorney, Morgan, Lewis, and Brockius, LLP
Boston, MA

BOARD OF VISITORS

BOV MEMBERS 2015

<p>Mr. Norman Augustine Retired Chairman and CEO Lockheed Martin Corporation Bethesda, MD</p>	<p>Col Robert Beasley, USAF, Retired Principal Research Engineer Georgia Institute of Technology Atlanta, GA</p>
<p>Father E. William Beauchamp President University of Portland Portland, OR</p>	<p>Ms. Mary Boies Attorney-at-Law Boies & McInnis, LLP Armonk, NY</p>
<p>Dr. Mary Cummings Associate Professor Duke University Department of Mechanical Engineering and Materials Science Durham, NC</p>	<p>Dr. Ding-Jo Currie Former Chancellor Coast Community College District Costa Mesa, CA</p>
<p>Mr. Henry Fong Chairman Fast Funds Financial Corporation Palm Beach, FL</p>	<p>Dr. Rufus Glasper Chancellor Maricopa Community College Phoenix, AZ</p>
<p>Dr. Benjamin Lambeth Senior Researcher RAND Corporation Santa Monica, CA</p>	<p>Gen Duncan McNabb, USAF, Retired Independent Consultant Arlington, VA</p>
<p>Dr. F. Ann Millner Former President and Regents Professor Weber State University Ogden, UT</p>	<p>CMSAF Gerald R. Murray, USAF, Retired Senior Manager, F22 Sustainment Lockheed Martin Corporation Marietta, GA</p>
<p>Maj Gen Richard Paul, USAF, Retired Former Vice President Strategic Development and Analysis Boeing Company Seattle, WA</p>	<p>Dr. Ricardo Romo President University of Texas–San Antonio San Antonio, TX</p>
<p>VADM (Dr.) Ronald A. Route, USN, Retired President Naval Postgraduate School Monterey, CA</p>	<p>Maj Gen (Dr.) Ronald Segal, USAF, Retired Woodward Professor of Systems Engineering and Vice President for Energy, Environment, and Applied Research Colorado State University Fort Collins, CO</p>
<p>Lt Gen Mark D. Shackelford, USAF, Retired Consultant Veritas Strategies, LLC Trophy Club, TX</p>	<p>Dr. Rayford B. Vaughn Vice President for Research The University of Alabama–Huntsville Huntsville, AL</p>

Air University Organization Chart



General Information

Internet Address

<http://www.au.af.mil/au/>

AU Mission. *We produce the future. We launch leaders of character, educated to think critically, strategically, and jointly to master and deliver superior Airpower in support of national security objectives.*

AU Vision. *One Team. Transformative Education. The Intellectual and Leadership Center of the Air Force.*

Air University (AU), headquartered at Maxwell AFB, Alabama, is a major component of Air Education and Training Command (AETC) and is the lead agent for Air Force education. AU provides the full spectrum of Air Force education, encompassing precommissioning programs for new officers; graduate programs in specialized military disciplines; progressive, career-long professional military development for officer, enlisted and civilian Airmen; and specialized programs for US cabinet appointees, senior executive service (SES) civilians, and general officers.

AU's professional military education (PME) programs educate Airmen to leverage air, space, and cyberspace power to achieve national security objectives. Specialized professional continuing educational programs provide scientific technological, managerial, and other professional expertise to meet the needs of the Air Force. AU also conducts research on the evolving security environment; emerging threats; future uses for air, space, and cyberspace power; working in joint and coalition teams and multicultural environments; education; military leadership; management; and other topics that inform senior Air Force leaders and contribute to curriculum development. The university is engaged in community and public service, offering two citizenship programs, Junior Reserve Officer Training Corps and Civil Air Patrol–USAF.

History. The Wright brothers established the first US civilian flying school in Montgomery, Alabama, in 1910. By the 1920s, Montgomery was an important link in the growing system of aerial mail service. In the early 1930s, the Army Air Corps Tactical School (ACTS) moved to Montgomery, establishing Maxwell Field as the country's intellectual center for airpower education.

GENERAL INFORMATION

Air University, established in 1946, continues the proud tradition of educating tomorrow's planners and leaders in air and space power for the Air Force, other branches of the US armed forces, federal government civilians, and many international organizations. AU's current worldwide reach enriches the careers of every Air Force member.

Organizational Structure. The university's primary operating locations are concentrated on four main military installations. AU's officer and enlisted PME and officer accessions programs are offered in residence at Maxwell AFB and Gunter Annex in northwest Montgomery, Alabama. Our distance learning PME programs are also developed and maintained by the Maxwell-Gunter campus faculty. The Air Force Institute of Technology (AFIT), AU's college of engineering, science, and technology, is located at Wright-Patterson AFB, Ohio; the Air Force Test Pilot School (USAF TPS) campus operates at Edwards AFB, California; and our enlisted medical associate degree programs are offered at the joint-service Medical Education and Training Center at Sheppard AFB, Texas. AU strives for diversity, drawing students from all service components of the Department of Defense (DOD), other US government security agencies, and foreign military services from 80 plus nations each year. Air University organizations include the Carl A. Spatz Center for Officer Education, Curtis E. LeMay Center for Doctrine Development and Education, Jeanne M. Holm Center for Officer Accessions and Citizen Development, Thomas N. Barnes Center for Enlisted Education, Ira C. Eaker Center for Professional Development, School of Advanced Air and Space Studies, Air Force Research Institute (AFRI), AFIT, USAF TPS, and several support organizations. The 42d Air Base Wing, AU's host organization, manages facility infrastructure, safety, housing, and local area network systems, as well as providing many services that contribute to the quality of student life on campus.

Accreditation and Degree-Granting Authority

As a federal organization, the US Congress has authorized AU to award degrees appropriate to its mission. AU is a Level V degree-granting institution accredited by the Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC). For questions about Air University's accreditation, contact the Commission on Colleges at:

SACSCOC
1866 Southern Lane
Decatur, Georgia, 30033-4097
(404) 679-4500
www.sacscoc.org

GENERAL INFORMATION

AFIT is separately accredited by the Higher Learning Commission (HLC). AFIT maintains a separate official catalog and monitors compliance with HLC requirements for accreditation. The HLC can be contacted at:

The Higher Learning Commission
230 North LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
(312) 263-0456 / FAX (312) 263-7462
Website: www.hlcommission.org

In addition to institutional accreditation, the Accreditation Board for Engineering and Technology accredits selected programs within the AFIT Graduate School of Engineering and Management. For questions about accreditation, contact this agency at:

Accreditation Board for Engineering and Technology, Inc.
415 North Charles Street
Baltimore, MD 21201
(410) 347-7700/FAX (410) 625-2238
www.abet.org

Normal inquiries about AU or AFIT, such as admission requirements, educational programs, transcript requests, and so forth, should be addressed directly to the institution and not to the SACSCOC or HLC offices. The commissions are to be contacted only if there is evidence that appears to support significant noncompliance with a requirement or standard of the accrediting body.

GENERAL INFORMATION

Air University Instructions (AUI) and Policies

AFI 34-270 AU Sup	<i>Air Force Library and Information System</i>
AFI 84-101	<i>Historical Products, Services, and Requirements</i>
AUI 14-301	<i>Security Review of Research Papers, Textbooks, and Related Documents</i>
AUI 16-102	<i>International Programs</i>
AUI 25-201	<i>Federal Prison Camp Labor and Support</i>
AUI 31-501	<i>Use and Control of AU Form 233, SCI Access Badge</i>
AUI 33-101	<i>Air University Television (AUTV)</i>
AUI 33-103	<i>Air University Public Affairs Multimedia Center</i>
AUI 33-301	<i>Air University Press Publications</i>
AUI 36-105	<i>Faculty Development, Enrichment and Responsibilities</i>
AUI 36-2203	<i>Air Force Institute for Advanced Distributed Learning Information Management Tools</i>
AUI 36-2301	<i>Use of Contract Instructors and Guest Speakers at Air University Schools</i>
AUI 36-2303	<i>Recognition of Outstanding Student Achievement</i>
AUI 36-2305	<i>Policies on Presenting and Recording Air University Guest Lectures</i>
AUI 36-2307	<i>Air University Board of Visitors Actions</i>
AUI 36-2310	<i>Air University Diplomas and Certificates of Course Completion</i>
AUI 36-2312	<i>Air University Assessment Programs</i>
AUI 36-2314	<i>Academic Rank</i>
AUI 36-2318	<i>Air University Registrar Services/Student Records</i>
AUI 36-2319	<i>Single Input Source for Officer Professional Military Education</i>
AUI 36-2321	<i>Research and Publication</i>
AUI 36-2322	<i>Air University Institutional Effectiveness and Institutional Research</i>
AUI 36-2323	<i>Air University Master's Degree Admissions</i>
AUI 36-2601	<i>Wargaming</i>
AUI 36-2604	<i>AU Formal Schools</i>
AUI 36-2606	<i>Air University Academic Corporate Process</i>
AUI 36-2608	<i>Academic Freedom</i>
AUI 36-2609	<i>Academic Integrity</i>
AUI 36-2611	<i>Student Rights, Responsibilities, and Grievances</i>

GENERAL INFORMATION

AUI 36-2613	<i>Support of Air Force Institute of Technology, Air Force Fellows, and School of Advanced Air and Space Studies Personnel Attending Civilian Institutions by Air Force Reserve Officer Training Corps (AF-ROTC) Detachments</i>
AUI 36-2615	<i>Student Disenrollment Procedures</i>
AUI 36-2617	<i>Air University Degree Granting, Accreditation, Reaffirmation, and Substantive Change</i>
AUI 36-2624	<i>Air University Distance Learning Program</i>
AUI 36-2626	<i>Air University Course Scheduling and Student Production Reporting Procedures</i>
AUI 36-2627	<i>Grading and Course Numbering for Air University Degree Programs</i>
AUI 36-2628	<i>Air University Honorary Degrees</i>
AUI 36-2629	<i>Documents and Publications for the Muir S. Fairchild Research Information Center</i>
AUI 36-2630	<i>Air University Advisor and Chair Program</i>
AUI 36-2631	<i>Air University Faculty Senate</i>
AUI 36-2801	<i>Air University Annual Awards Program</i>
AUI 36-2813	<i>The Air University Education Awards Program</i>
AUI 65-101	<i>Use of Government Travel Card</i>
AUI 65-102	<i>Commuting Area and Corporate Limits of Maxwell-Gunter AFB</i>
AUI 90-201	<i>Air University Self-Assessment Program</i>
AU Policy Letter	<i>Air University Faculty Management</i>
AU Policy Letter	<i>Air University Policy on Sexual Assault Prevention and Response</i>
AU Policy Letter	<i>Air University Civilian Overtime Policy</i>
AU Policy Letter	<i>Approval Processing for Guest Speakers and Contract Instructors</i>
AU Policy Letter	<i>International Distinguished Visitors Guidance on Event Reporting</i>
AUVA 36-2701	<i>Air University Equal Opportunity Policy</i>
AUVA 90-301	<i>Air University Inspector General</i>
AUVA 90-302	<i>Preventing Fraud, Waste, and Abuse (FWA)</i>
CL 34-1	<i>Sponsoring or Co-Sponsoring Conferences, Symposia, and Other Similar Meetings Checklist (IC 2/28/2008)</i>

Privacy Act. As a federal military education institution, AU must adhere to the guidelines of the Privacy Act of 1974 to protect the confidentiality and integrity of student records. The Department of Education, Family Policy Compliance Office, considers AU a DOD Section 6 school, solely funded by the DOD under 10 *United States Code (USC)* Section 2164, and it is therefore exempt from the Family Educational Rights and Privacy Act (FERPA).

GENERAL INFORMATION

Though not required to by law, AU complies with its basic tenets whenever possible. The university is committed to protecting, to the maximum extent possible, the right to privacy of all individuals for whom it holds information and/or records.

Academic Integrity. Air University is uncompromising in its adherence to a code of ethics, morality, and conduct related to scholarship and academic activity. (See AUI 36-2609, *Academic Integrity*.)

Admission and Enrollment. Developing military personnel to meet Air Force needs is AU's primary mission. A student body with diverse cultural and professional backgrounds in national security organizations promotes new and different approaches to planning and problem solving that enrich the learning process. Therefore, AU also offers its educational programs to Air Force Reserve Command, Air National Guard, and members of US sister services including the US Navy, US Marine Corps, and US Army. Selected civilian employees of other government agencies such as the US Coast Guard, the Federal Bureau of Investigation, and the Central Intelligence Agency are also invited to attend. Finally, as part of the US military assistance programs, military officers from other countries may enroll in the courses and attend several AU schools.

Admission to the AU master's degree resident programs requires an individual to (1) be selected to attend in residence, (2) either hold a qualifying undergraduate degree (US bachelor's degree from a regionally accredited institution or its equivalent) or meet admission requirements through the portfolio admission process, and (3) meet English proficiency requirements, as applicable. Provisional admission is not allowed for students attending AU resident programs. For details and instructions for admission to a specific degree program, refer to AUI 36-2323, *Air University Master's Degree Admissions*.

AFIT is AU's only campus where non-DOD US citizens may enroll in academic programs provided they meet admissions standards.

Grading Policy for Degree Programs. Students in degree-granting programs will receive course grades based on a four-point system with plus and minus grades. Pass or fail grades may be awarded for designated courses according to school policy. Passing grades will count only toward hours attempted/earned and will not affect the grade point average (GPA). Failing grades will count as hours attempted but will not count as hours earned, nor will they affect the GPA. (See AUI 36-2627, *Grading and Course Numbering for Air University Degree Programs*.)

Transfer Credit. Air University's master's degree programs do not currently accept transfer credit. However, 14 hours of transfer credit are accepted into the military strategy doctoral program offered through the School of Advanced Air and Space Studies (SAASS).

AU Definition of a Credit Hour. A credit hour represents the amount of work expected of students in order to achieve intended learning outcomes. Faculty members evaluate and verify evidence of student achievement for all program outcomes. AU graduate schools, including Air War College (AWC), Air Command and Staff College (ACSC), SAASS, AFIT, and the USAF TPS, follow best practices for determining the amount and level of credit awarded for courses. Air University established a guideline for calculating a credit hour as a minimum of one hour of classroom or direct faculty instruction, plus a minimum of two hours of out-of-class student work each week, for approximately 15 weeks. Schools may develop alternative methods to calculate a credit hour that reasonably approximate this standard when appropriate. Schools may also exceed this minimum standard. (See AUI 36-2604, *AU Formal Schools*, paragraph 3.1.)

Auditing Courses. Courses or instructional periods in an academic program may be audited only by persons not eligible for future attendance and/or credit for the program/course being audited. The dean of the academic program must approve individuals by name to audit the program. Approval must be given on a course-by-course basis prior to the scheduled start date. AU employees must have written permission from their supervisors to audit a course on duty time. This letter will be provided to the dean of the course being audited before attendance.

Individuals may not audit more than 50 percent of the courses or instructional periods of any program. Credit will not be given in any form, including pass/fail, and auditing individuals will not be recorded in the AU Registrar database as students of the audited course/program.

Professors/instructors must agree in advance of the start date to allow an individual to audit any course for which he or she is responsible. Only one individual may be allowed into a seminar or flight at a time for this purpose. The individual may be removed from auditing the course at the discretion of the professor or instructor for any reason and at any time during the course.

Degree Program Withdrawal. Withdrawal/disenrollment is the removal of any enrolled AU student from a course or school before completion. (See AUI 36-2615, *Student Disenrollment Procedures*.)

Educational Documents

Fraudulent Documents. Air University Registrar Student Services personnel authenticate transfer credit, degrees, diplomas, certificates, and certifications. They pursue appropriate action when fraud is suspected, including disenrollment and/or legal action. The offending student's AU transcript will be annotated with "student was disenrolled for submitting fraudulent documents."

Information Release. It is AU's policy that a student must authorize release of his or her educational record to a third party. An exception to this policy is when the requester is an Air Force organization authorized to collect such records for official purposes. In all other cases, students must submit a release letter (with an original signature) to the university registrar. The student must state what information to release and to whom the information may be released. Though not required to by law, AU complies with the intent of the Federal Family Educational Rights and Privacy Act of 1974, 5 USC 301, 10 USC 8013, and Executive Order 9397, which dictate the policy regarding release of student data. These directives specify that an educational record may not be released without the student's written consent specifying which records are to be released and to whom.

Transcript Request. Individuals must complete the AU Transcript Request form at http://www.au.af.mil/au/cf/auregistrar/cfrr/au_transcript_request.pdf, sign it, and submit the request through the Air University Help Desk at www.aueducationssupport.com, or mail it to the Air University Registrar, 51 E. Maxwell Blvd, Maxwell AFB, AL 36112-6337. Transcripts will normally be mailed within seven duty days of receipt. AU transcripts will not be faxed or e-mailed.

Student Affairs

Students should review the information below to become aware of their rights as students in Air University programs. AUI 36-2611, *Student Rights, Responsibilities, and Grievances*, outlines student rights, responsibilities, and the policies and procedures for making formal complaints. This policy does not replace or supersede procedures that guide actions under the *Uniform Code of Military Justice (UCMJ)*, disciplinary or administrative actions provided for in other DOD directives, Air Force instructions, or AETC instructions.

Informal Feedback. AU students are expected to provide constructive feedback about the programs they attend using the mechanisms provided by their school or course. In accordance with AU SUP-1 to AFI 38-501, paragraph 2.2, participation in any survey administered to students is voluntary, but the surveys offer an excellent opportunity to provide thoughtful criticism that will be used to improve AU programs. We encourage all students to participate in our improvement program through survey participation. AU surveys are anonymous, so responses cannot be provided to you unless you identify yourself in a comment block and ask for feedback. Following the chain of command, including discussing concerns with instructors affords students the most expedient course to resolution of issues. There is no requirement for leadership to provide a written response to informal complaints made through surveys or any other method of informal communication.

Formal Complaints. AU students have the right to formally present a program-related grievance or complaint, in writing. Matters should be addressed at the lowest authority level possible but may be elevated through the chain of command when attempts at satisfactory resolution fail. For academic matters, this generally means working with course instructors, department chairs, and deans, as applicable. For nonacademic matters, this generally means working through supervisory channels before addressing them to higher-level command channels or the Inspector General system. However, individuals have the right to file a complaint with the Inspector General at any level without going through supervisory/command channels first. When elevating to a higher level authority, the student is responsible for notifying the current level authority in writing. The highest decision authority for resolving a formal complaint is the school commander or equivalent. See AUI 36-2611, *Student Rights, Responsibilities and Grievances*, for detailed instructions.

Responsibilities

- 1. Student.** It is the student's responsibility to initiate grievances and appeals in writing beginning with the lowest level of appeal authority at the school or center. Students have the right to elevate their appeal to subsequently higher levels if a satisfactory outcome is not achieved. When elevating to a higher-level authority, the student is responsible for notifying the current-level authority. Unless otherwise noted, the highest level to which a student may appeal is the AU commander and president.

GENERAL INFORMATION

2. **Schools/Centers.** Leaders and faculty members at each level of appeal are responsible to respond to appeals initiated by students in a timely manner and to document the outcomes of decisions. Documentation should be retained for five years to demonstrate evidence of compliance to external reviewers. Ensure the complaint is entered in the official school/center log for student complaints/grievances.

Questions regarding this policy should be directed to HQ AU/CFA, Dr. Anthony C. Cain, Associate Vice President for Academic Affairs, DSN 493-3056, or commercial 334-953-3056.

Appeals. If a student has a grievance about the school's formal complaint-handling process after a final decision is given, he or she may appeal in writing to the center commander. Decisions made at this level are final.

Program-Specific Appeal Information

AFIT. For academic or nonacademic issues involving AFIT students, these appeal chains are followed:

Academic appeals:

1. Course instructor
2. Department Head
3. Dean
4. Provost (final decision authority)

Current chain for non-academic appeals:

1. Dean of Students
2. AFIT Chancellor
3. AU Commander

This is undergoing review and potential modification.

Barnes Center for Enlisted Education. For academic or nonacademic issues involving students in enlisted PME programs conducted by the Barnes Center, guidance regarding student appeals rights and processes is provided in the *USAF EPME Procedural Guidance* published under the authority of AFI 36-2301, *Devel-*

opmental Education. Student appeals, rights, and processes for CCAF-affiliated schools outside of AU are under the purview of the specific affiliated school. The Barnes Center will notify AU/CF when appeals processes are changed.

Holm Center for Officer Accessions and Citizenship Development. For academic or nonacademic issues involving AFROTC cadets, the chain of appeal follows this order:

1. Detachment commander
2. AFROTC commander
3. Commander, Holm Center. This is the highest level of appeal for AFROTC cadets. Decisions made at this level are final.

For OTS trainees, the chain of appeal follows this order:

1. Flight commander
2. Commander, OTS
3. Commander, Holm Center
4. AU commander and president. This is the highest level of appeal for OTS trainees. Decisions made at this level are final.

Spatz Center for Officer Education, LeMay Center for Doctrine Development and Education, and Eaker Center for Professional Continuing Education. For academic or nonacademic issues involving students in courses conducted by these academic centers, the chain of appeal follows this order:

1. Course instructor (if applicable)
2. Course director (if applicable)
3. School commandant/commander
4. AU commander and president. This is the highest level of appeal. If the issue is academic related, the AU/CC considers advice and counsel from the AU vice president for academic affairs. Decisions made at this level are final.

AU ADMISSION REQUIREMENTS

USAF Test Pilot School. For academic or nonacademic issues involving USAF TPS students, the chain of appeal follows this order:

1. Course instructor
2. Course director
3. TPS commandant
4. Flight Test Center commander. This is the highest level of appeal for TPS students. Decisions made at this level are final.

Admission Requirements

Selection. For admission to AU master's degree programs, see AUI 36-2323, *AU Master's Degree Admissions*. For admission to the Doctor of Philosophy in Military Strategy, contact the School of Air and Space Studies via email at saass.cc.workflow@us.af.mil. For all other programs, refer to the Education and Training Course Announcement (ETCA) at <https://etca.randolph.af.mil>.

Verification of Eligibility

- Air Force active duty, Air National Guard, and Air Force Reserve Command officers selected to attend AU degree programs will have their degree status verified by the AU registrar. No action is required by selectees.
- US Army, US Navy, US Marine Corps, US Coast Guard, and US civilian personnel must have at least a bachelor degree from a regionally accredited institution. Students must request that an official transcript be mailed from their degree-granting school to the AU registrar. The transcript must be received no later than 31 August of the academic year in which the student is attending. Students are responsible for the costs incurred in providing academic documents. Mail transcripts to:

Air University Registrar
ATTN: Admissions
51 E. Maxwell Blvd
Maxwell AFB, AL 36112-6337

International Students. For admission to any AU degree program, international students must meet two requirements: have a US bachelor's degree or equivalent from a regionally accredited college or university and meet the

AU ADMISSION REQUIREMENTS

minimum AU requirement on the Test of English as a Foreign Language (TOEFL). International students who do not meet the admission requirements for the AU degree programs will be allowed to attend the schools and will, upon graduation, receive a diploma from the school they attend.

Official Academic Documents. International students must possess undergraduate or graduate-degree qualifications equivalent to those required of US students.

- o International students who have not completed a regionally accredited US bachelor's degree must submit academic records/documents from institutions outside the United States to an independent foreign credentials evaluation service. The credentialing agency must be a member of the National Association of Credentials Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE). Students must request the agency send an official result to:

Air University Registrar
ATTN: Admissions
51 E. Maxwell Blvd
Maxwell AFB, AL 36112-6337

- o International students who have completed a regionally accredited US undergraduate or graduate degree must request that their degree-granting school mail an official transcript to the AU registrar. The official transcript must be received by the AU registrar's office no later than 31 August of the academic year in which the student is attending. Mail transcripts to:

Air University Registrar
ATTN: Admissions
51 E. Maxwell Blvd
Maxwell AFB, AL 36112-6337

- o Official evaluation results must be received by the AU registrar's office no later than 15 August of the academic year in which the student is attending.

Portfolio Option

- o Students who do not possess a US bachelor's or equivalent degree may submit a portfolio to be considered for admission in the degree program. Portfolio must include:

AU ADMISSION REQUIREMENTS

- A US bachelor degree or higher equivalent as determined by an independent foreign credentials evaluation service;
 - Test Of English as a Foreign Language result of 83 or higher Internet-based test (iBT) or 560 or higher paper-based test (pBT);
 - Resume; and
 - Two or more letters of recommendation.
- o The complete Portfolio package must be submitted to the AU registrar's office no later than 12 September of the year in which the student is attending.

Test of English as a Foreign Language

- o International students from countries where the official language is English are not required to take the TOEFL.
- o International students who have completed a bachelor's or higher degree in the United States during the past four years are not required to take the TOEFL.
- o International students from countries where the official language is not English must achieve an acceptable result on the TOEFL to be admitted to the master's degree programs.
- o International students who have taken the TOEFL within the past two years and have met the AU minimum acceptable result or higher are not required to take the TOEFL. Those students must provide an official copy of their TOEFL result to the AU registrar for admission.
- o When taking the TOEFL, an individual must indicate Air University Institution Code 9069 for the official result to be sent to the AU registrar.
- o The student is responsible for the costs of the test and for travel to and from the test center.
- o Students must take the TOEFL test no later than 1 August of the year in which they are attending AU. No TOEFL scores will be accepted from any test taken after 1 August of the same year.
- o The minimum acceptable TOEFL result for admission to all AU degree programs is:
 - 83 for the iBT or

- 560 for the pBT
- **TOEFL Appeal**
 - Students who do not meet the minimum AU TOEFL requirement may submit a TOEFL appeal to be considered for admission in the degree program. There are two requirements that must be met:
 - Student must have a US bachelor's degree or equivalent as determined by an independent foreign credentials evaluation service
 - Student must have a TOEFL result of 75–82, iBT; or 537–559, pBT.
 - A written request for appeal composed by the student.
 - Written recommendation from each member of student's teaching team.
 - The complete TOEFL appeal package must be submitted to the AU registrar's office no later than 12 September of the year in which the student is attending.

CENTERS AND SCHOOLS

Air University (AU) is an institution of higher education that encompasses the following colleges and schools: School of Advanced Air and Space Studies, the Carl A. Spaatz Center for Officer Education, the Curtis E. LeMay Center for Doctrine Development and Education, the Jeanne M. Holm Center for Officer Accessions and Citizen Development, the Ira C. Eaker Center for Professional Development, the Thomas N. Barnes Center for Enlisted Education, the Air Force Institute of Technology, the US Air Force Test Pilot School, and the Air Force Research Institute.

School of Advanced Air and Space Studies

Internet Address

<http://www.au.af.mil/au/saass/>

Mission. *Produce strategists through advanced education in the art and science of air, space, and cyberspace power for the Air Force and the Nation.*

AU's School of Advanced Air and Space Studies (SAASS) is the US Air Force graduate school for strategists. A highly qualified and motivated faculty, a small and carefully selected student body, a coherent and challenging curriculum, outstanding educational and research resources, and a well-designed facility combine to produce tomorrow's senior military leaders who are experts in the role of military force in the art of statecraft.

Carl A. Spaatz Center for Officer Education

Internet Address

<http://www.au.af.mil/au/spaatz/>

Mission. *Develop leaders, spur innovation, and nurture partnerships through integrated and synchronized programs of officer education, research, and outreach.*

Named after the first chief of staff of the US Air Force (USAF), the Spaatz Center develops and teaches the entire USAF continuum of officer professional military education (PME).

It does this through its various organizations, which include the Air War College (AWC), Air Command and Staff College (ACSC), Squadron Officer College (SOC), International Officer School (IOS), Spaatz academic research centers (AR), and Education Support Squadron (ESS).

The academic research centers located within the Spaatz Center provide a focused capability that meets the requirements of AU and an external sponsoring agency. Centers create professional military and continuing education curriculums and focused research on a subject of particular educational importance. The centers also enhance the prestige of AU through research and outreach programs within the larger military and academic communities.

Currently, the following centers support this mission: the Air Force Culture and Language Center (including the Air Force Negotiation Center of Excellence), USAF Center for Unconventional Weapons Studies, Air Force Center for Strategic Leadership Communication, and Air Force Center for Strategy and Technology.

The Air Force Culture and Language Center (AFCLC) is designed to enhance cross-cultural and language competencies across the Air Force. The center functions as a primary source of expertise for conceptual tools to communicate, collaborate, build relations, negotiate, and influence across cultural barriers. Within the AFCLC, the Air Force Negotiation Center of Excellence spearheads the development and application of negotiation, collaboration, and problem-solving skills as a core competency throughout the Air Force.

The USAF Center for Unconventional Weapons Studies (CUWS) develops Air Force and DOD leaders to advance the state of knowledge, policy, and practices within strategic defense issues involving nuclear, biological, and chemical weapons. This is accomplished through research and education on nuclear deterrence and nuclear weapons employment, nonproliferation and arms control treaty regimes, activities to counter weapons of mass destruction (WMD), and homeland defense and civil support. The center promotes Air Force nuclear enterprise and counter-WMD activities through workshops, conferences, and outreach efforts within the national security enterprise. The center also publishes books and occasional papers on unconventional weapon issues.

The Air Force Center for Strategic Leadership Communication (AFCSLC) provides education and training on effective strategic communication and associated tactics, techniques, and procedures. The center is responsible for coordinating the instruction of strategic communication topics across professional military and continuing education courses and training programs. In addition, the center serves as the office of primary responsibility for strategic communication research and analysis. Staff members at the center serve as advisors in the development of strategic communication doctrine.

The Air Force Center for Strategy and Technology (CSAT) focuses on education, research, and publications that integrate technology into national strategy and policy. This center supports faculty and student research; publishes research through books, articles, and occasional papers; and engages in collaborative research with academic institutions around the world. The center is responsible for the development and execution of the annual Blue Horizons Study, directed by the chief of staff of the Air Force (CSAF). This study provides a 20- to 30-year strategic and technological estimate that feeds Air Force planning and programming efforts.

Air War College

Internet Address

<http://www.au.af.mil/au/awc/>

Mission. *Educates officers to serve as strategic national security leaders.*

The Air War College is the Air Force's senior PME institution. The school is also accredited by the chairman of the Joint Chiefs of Staff (CJCS) to provide joint PME, phase II. The War Department established the AWC in 1946 at Maxwell Field, Alabama, and the college has operated continuously except for a six-month period during the Korean conflict. The first class to graduate from AWC contained 71 students. The school's mission for that first class was relatively simple: "to promote sound concepts of the broad aspects of air power in order to assure the most effective development and employment of the air arm." To accomplish the AWC mission today, students demonstrate mastery of dual challenges—academic enhancement and professional development. To meet these challenges, the college develops the knowledge, skills, and attitudes in its students that are significant to the profession of arms, with an emphasis on air, space, and cyberspace, and the application of these domains in joint, interagency, and multinational war fighting. AWC graduates are rising strategic leaders of character who can think critically and creatively in an uncertain global environment.

Since 1946, more than 14,000 military officers and senior government civilians have graduated from the AWC resident program; of those, nearly 1,400 were officers from US friends, allies, and partners. In addition, since 1949, more than 60,000 students have graduated from the AWC Distance Learning (DL) program.

AWC is a relatively lean institution. The college is comprised of a command section, one mission directorate (Academic Affairs), and two support directorates (Student Operations and Mission Support). Within Academic Affairs, a single dean oversees the development, execution, and assessment of curriculum for both the residence and nonresidence (or DL) programs. The dean is also responsible for all aspects of faculty management, including hiring and professional development. An associate dean of resident programs and an associate dean of distance learning lead the faculty and assist the dean in their respective areas. The curriculum for the residence program is developed and delivered through three departments—the Department of Strategy, the Department of Leadership and Warfighting, and the Department of Inter-

national Security Studies. These three departments also work together with members of the DL faculty to develop nonresidence curriculum.

Air Command and Staff College

Internet Address

<http://www.au.af.mil/au/acsc/>

Mission. *Prepare field-grade officers to develop, employ, and command air-power in joint, multinational, and interagency operations.*

Air Command and Staff College, the Air Force's intermediate PME institution, prepares field-grade officers of all services (primarily O-4s), international officers, and US civilians for positions of higher responsibility within the military and other government arenas. Geared toward teaching the skills necessary to conduct air, space, and cyberspace operations in support of a joint campaign, ACSC focuses on shaping and molding tomorrow's leaders and commanders. The college's academic environment stimulates and encourages free expression of ideas and independent, analytical, and creative thinking.

ACSC traces its roots to the Air Corps Tactical School (ACTS), located at Maxwell Field from 1931 to 1942. After World War II, as the independent Air Force was formed, grew, and developed, the requirements and expectations of the school evolved to fulfill the service's educational needs. The vision of pre-World War II leaders has withstood the test of time. Although eight decades have passed since the founding of ACTS, the present curriculum still focuses on expanding the understanding of air, space, and cyberspace power and on increasing the number of midcareer officers. In 1962 the school became known by its current name, Air Command and Staff College.

ACSC is comprised of a command section, an academic directorate (Academic Affairs), a support directorate (Mission Support), and the 21st Student Squadron.

The academic directorate oversees curriculum integration and assessment for both resident and distance learning programs. Within the resident program, the curriculum is developed and delivered through four departments—the Department of Leadership and Strategy, Department of Joint Warfare Studies, Department of International Security and Military Studies, and Department of Research and Publications. Within the DL programs, curriculum is developed and delivered through the Curriculum and Operations Departments. The Curriculum Department develops courseware and provides

instruction and guidance to students and online instructors. The Operations Department receives, converts, and delivers curriculum through a spectrum of multimedia delivery methods.

The 21st Student Squadron's leadership consists of a squadron commander and four operations officers. This staff is responsible for the health, morale, and welfare of some 500 resident students and their families.

Squadron Officer College

Internet Address

<http://www.au.af.mil/au/soc/soc.asp>

Mission. *Develop company-grade officers as leaders of integrity ready to fly, fight, and win in air, space, and cyberspace.*

The Squadron Officer College is the Air Force's center for company-grade officer (CGO) professional development. The college fulfills this role by educating and mentoring its students during the most crucial period of their development—their early, formative years as current and future airpower leaders.

Squadron Officer School (SOS) provides Air Force primary developmental education, as described in Air Force Instruction (AFI) 36-2301, *Developmental Education*, by offering PME specific to the needs of the Air Force's CGOs. SOS provides the first level of joint PME as described in the CJCS Instruction 1800.01, *Officer Professional Military Education Policy*.

Philosophically, the school can trace its roots to ACTS, which was founded in 1920 at Langley Field, Virginia, and subsequently relocated to Maxwell Field, Alabama, in July 1931. The former ACTS was the cornerstone for all Air Force officer education. In terms of junior officer education, however, SOS traces its roots more directly to the Air Tactical School (ATS), formerly located at Tyndall Field, Florida. After the creation of AU in 1946, ATS moved to Maxwell Field—later Maxwell AFB—where it continued to produce graduates until it was terminated in 1950, coincident with a major force-structure change at the beginning of America's involvement in the Korean War.

In that same year, Col Russell V. Ritchey founded SOS as a directorate within ACSC. Designed as a leadership development center for junior officers, the school blended graduate-level instructional techniques with thrilling experiential activities to teach and reinforce leadership, team building, and critical-thinking skills. In 1959 SOS became a separate AU school, reporting

directly to the AU commander. In 2000 SOS merged with the Air and Space Basic Course (ASBC) under the newly formed SOC, consolidating those activities focused on delivering PME to CGOs. In the intervening years, however, the mission of the college expanded significantly to include a variety of tactical and functional lessons far beyond the founder's intent. In 2009 the college initiated a massive overhaul of its curriculum and teaching methodologies in both ASBC and SOS to recapture Colonel Ritchey's original vision of a centralized leadership development center for junior officers. Today's SOS offers cutting-edge leadership instruction and experiential applications that students find both challenging and rewarding.

International Officer School

Internet Address

<http://www.au.af.mil/au/spatzz/ios>

Mission. *Prepare international military students and their families for Air University PME programs and partner with international leaders through engagement and outreach.*

The International Officer School is the lead-up course to prepare all international officers for attending AWC, ACSC, and SOC. While the USAF recently formally recognized building partnerships as a core function, the importance of assisting partner nations has always been implicitly understood and practiced. Allied officers began attending AU in 1946. In 1954 the USAF instituted the Allied Officer Preparatory Phase Course to aid the adjustment for international officers attending AU programs. In 1985, after numerous name changes, the program became IOS. To this day, IOS operates to enable the educational mission of the schools and the programs it supports.

Since 1954 over 11,000 international military students (IMS) from 143 countries have graduated from IOS preparatory courses. A dedicated unit of only 19 members, IOS provides exceptional support to nearly 250 IMSs and their families annually during their participation in AU programs. The unit is organized with a dean of students providing administrative support prior to the students' arrival and during their stay. The dean of education and faculty execute the preparatory programs readying the international students for seamless integration with their US academic counterparts. Five preparatory classes are held annually, concluding prior to the start of the educational programs

the international students will join. The courses are seven weeks in duration and predominately focus on refinement of communication skills by familiarizing participants with common terminology and stressing the military context the students require for success in their advanced coursework. IOS also executes the congressionally mandated Field Studies Program (FSP) as implemented by the Foreign Assistance Act of 1961, the Arms Export Control Act, and the Security Assistance Training Program. FSP objectives are formed around 11 principle tenets that ensure international students understand government, military, and citizen responsibilities to protect, preserve, and respect individual rights. Graduates will comprehend foundational facets of American life, US society, institutions, and ideals and how these aspects reflect US commitment to internationally recognized human rights. With the help of IOS, international students are able to hit the ground running when integrated alongside US officers into the academic culture of each school.

Curtis E. LeMay Center for Doctrine Development and Education

Internet Address

<http://www.au.af.mil/au/lemay/>

Mission. *The LeMay Center develops war fighters for the joint and combined team through doctrine, education, and war gaming.*

Merging the Headquarters Air Force Doctrine Center (AFDC) and the College of Aerospace Doctrine, Research, and Education (CADRE) on 2 August 2007 created the Curtis E. LeMay Doctrine Development and Education Center. The center continues the traditions of ACTS, where, in the 1930s, future leaders of the USAF were trained and the basic doctrine and concepts of US airpower for World War II were formulated. Just as ACTS instructors such as Gens Harold L. George, Haywood S. Hansell Jr., Claire L. Chennault, and George C. Kenney shaped doctrine and strategy in World War II, the center's staff is committed to providing the Air Staff and the major commands with original thought and applications of air and space power in the modern world. Placing the AFDC and CADRE into the LeMay Center united doctrine development with education, concept development, and evaluation. It also gave the Air Force, the Air Education and Training Command (AETC), and

AU a central repository for the development of Air Force doctrine, concepts, and strategy.

The LeMay Center combines doctrine development, education, and war gaming into one integrated organization. The LeMay Center is responsible for the development and production of Air Force basic and operational doctrine, critical leadership input for joint and multinational doctrine development activities, doctrine education for the Air Force, and doctrine application within war games and simulations.

The center is aligned under AU and reports directly to the AU commander for doctrine professional continuing education (PCE) and PME war gaming. It also serves as the executive agent to the CSAF for doctrine development. This unique mission organization and reporting hierarchy ensure that doctrine is produced with a clear connection to the USAF professional education system and the AF senior leadership. Not only is doctrine education in the classroom assured, but it can be effectively applied through war-gaming support also offered by the LeMay Center. The center provides

- airpower doctrine for the Air Force;
- education for the Air Force in airpower doctrine and its doctrinal applications;
- study and analysis of the dynamics of warfare through modeling, simulation, and war gaming; and
- intelligence support to AU and its subordinate units.

The LeMay Center resident curriculum offers nine specialized courses: the Joint Flag Officer Warfighting Course (JFOWC), the Joint Force Air Component Commander (JFACC) Course, the Combined Force Air Component Commander (CFACC) Course, the Senior Joint Information Operations Applications Course (SJIOAC), the Air Force Senior Executive Warfighting Perspectives Seminar (AFSEWPS), the Joint Air Operations Planning Course (JAOPC), the Contingency Wartime Planning Course (CWPC), Information Operations Fundamentals Applications Course (IOFAC), and the Cyberspace Operations Executive Course (COEC).

These resident courses

- provide general and flag officer attendees the opportunity to participate in joint combat operation exercises;

- provide education and training to active-duty captains through colonels of all services for air campaign planning in conjunction with assignment to joint, combined, and air component command staffs;
- offer USAF staff planners from staff sergeant through colonel an understanding of the DOD planning relationships from a joint deployment perspective;
- instruct future war planners in the art and science of contingency planning; and
- apply and value the principles of information warfare to enhance warfighting capabilities.

The LeMay Center has four directorates: Warfighting Education, Doctrine Development, Wargaming, and Intelligence.

Warfighting Education Directorate

Internet Address

<http://www.au.af.mil/au/lemay/>

The Warfighting Education Directorate conducts PCE courses to develop the judgment and skills required to employ or support airpower effectively in combat. The courses significantly contribute to the war-fighting capabilities of all US military forces.

At the senior-leader level, the directorate conducts the JFOWC, JFACC Course, CFACC Course, and SJIOAC. These premier, executive-level courses prepare officers at the one- and two-star rank from all four services for combat leadership responsibilities in the joint and combined arenas. The directorate conducts the AFSEWPS to expose key senior civilian leaders to air and space power concepts and USAF and joint doctrinal issues affecting the conduct of warfare in the twenty-first century. The directorate conducts the Cyber-space Operations Executive Course to introduce three- and four-star Air Force officers and their civilian equivalents to cyberspace operations.

Doctrine Development Directorate

Internet Address

<http://www.au.af.mil/au/lemay/>

The Doctrine Development Directorate researches, develops, produces, and disseminates basic and operational-level doctrine for the CSAF. Its mission is to lead the Air Force in basic and operational-level service, joint, and multinational doctrine development; to advocate Air Force doctrinal equities in joint and multinational publications and forums; and to provide doctrinal advice and solutions to shape Air Force senior leader decisions.

The directorate is comprised of Airmen from various backgrounds and training, bringing a breadth of experience to doctrine development. One-third of the directorate is composed of civilian employees, providing depth of doctrinal knowledge. Directorate personnel are chartered by the CSAF to be the chief's doctrinal voice and are directly responsible to the CSAF on all matters of basic and operational-level doctrine. This directorate supports the commander of the LeMay Center in his or her capacity as the CSAF's executive agent for doctrine. To accomplish these duties, the directorate established two divisions: Service Doctrine Development and Joint Doctrine Development.

Service Doctrine Development Division. This division researches, develops, produces, and disseminates Air Force doctrine documents for the service. Service doctrine provides the foundation for what the Air Force takes to the joint doctrine development arena, providing the Air Force's best practices to drive joint doctrine. The Service Doctrine Development Division is responsible for producing the service's capstone doctrine publications—Air Force Doctrine Volume I, *Air Force Basic Doctrine*, and Volume II, *Leadership*. It also develops and produces doctrine in air warfare; space operations; irregular warfare; agile combat support; information operations; air mobility; special operations; command and control; intelligence, surveillance, and reconnaissance (ISR); homeland operations; cyberspace operations; and nuclear operations.

Joint Doctrine Development Division. This division is the Air Force voice in the development of joint doctrine publications for the CJCS and in the development of multinational doctrine publications for the North Atlantic Treaty Organization (NATO). The director for doctrine development is the Air Force chair at the Joint Doctrine Planning Conference. The division chief is the US head of delegation to the NATO Air Operations Working Group, NATO Air Operations Support Working Group, NATO Joint Identification

Panel, NATO Joint Unmanned Aerial Vehicles Panel, and Air and Space Interoperability Council. Personnel research and present the consolidated Air Force position for the production of all joint publications and for the specific production of five joint publications for which the Air Force is the lead agent.

Additional Doctrine Development Directorate Activities. In addition to producing service and joint doctrine as executive agent to the CSAF for doctrine, this directorate provides the subject-matter experts to present briefings to general officers and senior executive service (SES) civilians at courses presented by the LeMay Center/Warfighting Education, along with precapstone courses, sister-service war colleges, and other far-reaching courses both within and outside the Air Force. It teaches doctrine development to foreign partners from around the globe and assists sister-service doctrine developers with their efforts. The course also provides doctrinal advice to commanders throughout the service, from numbered Air Force commanders to commanders of Air Force forces in joint task forces (JTF).

Wargaming Directorate

Internet Address

<http://www.au.af.mil/au/lemay/>

In 1975 the Clements Blue-Ribbon Panel on Excellence in Professional Military Education cited a need for service schools to emphasize war fighting and decision making in combat. In 1976 the CSAF's Constant Readiness Tasking directed AU to "put more war in the War College." The concept for the Air Force Wargaming Institute (AFWI) evolved from these two initiatives. The facility opened in 1986 at Maxwell AFB, Alabama. When AFDC and CADRE merged to become the LeMay Center for Doctrine Development and Education, the Wargaming Directorate was renamed the LeMay Center Wargaming Institute (WG) to reflect the new mission to develop, educate, and apply Air Force doctrine. WG supports a broad range of war games, electives, and events to meet the needs of the Air Force, DOD, and international sponsors.

Facility and Organization. WG is housed in a special-purpose, 56,000-square-foot facility. It can operate in whole or in part as a secure, classified working area. The building has moveable walls, can be configured to make 28 game rooms, and has two conference rooms—all with audio and

video capabilities. WG has three divisions: Operations, Information Technology, and Technology.

The Wargaming Operations Division is responsible for the war-gaming life-cycle process, to include definition, testing/preplay, preparation, execution, and post-war-game analysis.

The Wargaming Information Technology Division is responsible for the information technology support of all war-gaming events and other organizational needs.

The Wargaming Technology Division plans, develops, integrates, and maintains web-based, client-server, and stand-alone software on several hardware and software platforms in support of war-gaming events and other organizational needs. This division houses the specialists who acquire, operate, develop, and maintain the WG suite of models. Together, the suite of war-gaming models is called the Air Force Educational Wargaming Toolset (AFEWT).

AFEWT includes the following tools:

1. Simulated Warfare (SIMWAR) XXI is a joint, theater-campaign-level, combat-simulation model. This tool allows students to simulate the air operations center (AOC) planning process by planning the next day's air tasking order (ATO), while simultaneously flying out the current ATO.
2. Rapid Scenario Generator is a scenario-building tool capable of rapidly building real-terrain and infrastructure-based scenarios for use in the SIMWAR XXI model.
3. Accelerated Combat Timeline (ACT) is an operational-level graphical user interface to the SIMWAR XXI model.
4. WebForces is an automated map display tool that allows viewers to see and move forces. This tool can interface with ACT and SIMWAR XXI and stand alone for manual war games.
5. Air Web Planner (AWP) is a web-based planning tool that allows the players to input the air campaign plans.
6. Wargame Interactive Support System Online is a multipurpose tool that facilitates collaboration, reference libraries, requests for information, adjudication, document posting, channeling communication, and electronic surveys.
7. Web Reports is a web-based reporting tool that provides results to the players on the previous day's adjudication as computed by SIMWAR XXI.

8. Bottom Line simulates the impact of national budget decisions on the state of the nation.

War Games and Simulation Exercises. In a typical year, WG plans, develops, and conducts approximately 17 war games (including three international war games conducted via foreign military sales) and exercises for over 5,625 participants. WG uses computers, simulation models, and seminars to address how military forces deploy, fight, and sustain combat. The institute provides a “laboratory environment” in which current and future commanders and their staffs are given the opportunity to study warfare realistically to identify problems in peacetime before they face them in combat.

WG conducts the following war games:

Joint Planning Exercise. The Joint Planning Exercise (JPEX) is the culminating event of the ACSC Joint Campaign Planning Course. The primary focus of JPEX is to demonstrate how joint campaign planning requires the integration of leadership, critical thinking, and doctrine through the application of operational art and design to attain unified action across the range of military operations. This gives the students the functional abilities to serve as planners on a joint staff. During JPEX, students, as members of a joint planning cell, develop and present mission analysis, commander’s estimate, and concept of operations briefings to their seminar directors. The concept of operations will serve as the combatant commander’s direction to the air component commander to execute in the Joint Air and Space Exercise (JAEX).

Joint Air and Space Exercise. JAEX is the culminating event of the ACSC Joint Air and Space Operations Course. JAEX is designed to equip students to understand and appreciate the complex and time-critical operational control processes that occur within the combined/joint air operations center (C/JAOC) and between the air component and other functional components during execution of air and space operations. For JAEX, students role-play as members of a combined/joint force air component commander (C/JFACC) staff. Students focus on the joint air estimate process, evaluating national and theater objectives and military courses of action to develop a joint air operations plan. Students also focus on C/JFACC guidance, apportionment, targeting, and development of master air attack plans.

Joint War Game. The Joint War Game (JWAR) is the culminating event for the Department of Joint Warfare Studies course structure. The primary purpose of the JWARG is to integrate the materials throughout the entire joint war-fighting curriculum. This exercise serves as a culminating event where students apply their knowledge of the joint force, joint planning, and joint air and space operations. The exercise is designed to emulate the fluid environment

that exists within a JAOC and requires the students to demonstrate their critical-thinking skills as they address a rapidly evolving problem focused on joint air operations supporting the joint force commander's requirements. To facilitate student adaptability to a rapidly evolving situation, an adjudication process is employed to facilitate performance assessment to provide student feedback. There was no change to this year's scenario, and this war game is played at the unclassified level.

Joint Intermediate Planning Staff Exercise. The Joint Intermediate Planning Staff Exercise (JIPSE) focuses on collaborative planning at the JTF and component command levels, providing students from the colleges involved an opportunity to plan and role-play in selected representative staff groups. The exercise is designed to equip students to understand and appreciate the complex and time-critical operational processes that occur within the JTF and C/JAOC and between the air component and other functional components during planning of air and space operations. JIPSE demonstrates what air and space power and forces—using joint concepts and doctrine—bring to the fight at the operational level of war. It emphasizes the complexities of warfare through simulated JTF and C/JFACC activities. Student officers apply the basic concepts of campaign planning. This challenging environment requires officers to continually assess the effectiveness of their joint air operations plans and to modify them, if required. Students from ACSC, Army Command and General Staff College (CGSC), College of Naval Command and Staff (CNCS), and the Marine Training and Education Command (TECOM) are invited to participate in this joint exercise annually as part of their joint intermediate-level PME program. Army and Air Force highly qualified experts participate in the exercise as JTF commanders. This war game is played at the unclassified level.

Theater Campaign Warfare. Theater Campaign Warfare (TCW) is a capstone war game sponsored by SAASS. Students from SAASS, the School of Advanced Military Studies (SAMS) at Fort Leavenworth, Kansas, the US Navy Maritime Advanced Warfighting School (MAWS) at Newport, Rhode Island, and the US Marine Corps School of Advanced Warfighting (SAW) at Quantico MCB, Virginia, all participate in the war game. TCW is designed to develop a greater cross-service appreciation of joint, strategic, and operational-level war-fighting issues. The seminar-based educational war game is designed to provide students an opportunity for synthesis through the application of service concepts about the nature and employment of military forces in a joint environment. Students evaluate the efficacy of their classroom concepts using the war game as one of the data points in their continuing education and develop a greater cross-service appreciation of joint theater, strategic, and op-

erational issues. The game consists of two separate worlds, each with four independent seminars, playing over five days. Game moves facilitate educational objectives by covering periods varying from a few days to several weeks. TCW is played at the unclassified level.

Air Sea Battle. Air Sea Battle (ASB) is a multi-event war game for the Grand Strategy Concentration (GSC) for AWC (as of December 2010). The primary purpose of the war game is to develop a “fresh look” at the ASB operational concepts. AWC students participate in a three-day war game, in the format of a small group discussion, based on a Western Pacific (WESTPAC) scenario in the South China Sea. All monitoring, controlling, and evaluating of students during the war game are accomplished by AWC faculty. The second event is in support of the DOD “Net-Assessment” war game, which the GSC students travel to support.

Global Challenge. Global Challenge (GC) is the capstone war game of AWC’s academic year and includes the themes of leadership, doctrine, strategy, political/military affairs, joint/combined warfare, airpower, and technology. GC was previously known as Solo Challenge, but the name was changed in 2010 to acknowledge the worldwide nature of the war game. GC provides AWC students with the opportunity to demonstrate their ability to translate national-level decisions into strategic and operational-level action. During GC participants manage ongoing global crises and a homeland security scenario, while confronted with projected limits on force structure and overseas basing. This war game is conducted at the unclassified level and includes international officers.

Joint Land, Air, and Sea Strategy Exercise. The Joint Land, Air, and Sea Strategy Exercise (JLASS-EX) is a computer-assisted, theater-level seminar war game. It is the only joint-sponsored war game conducted by the senior-level PME colleges. Its overall goal is to enhance joint PME through an examination of potential US military responses to regional crises. The primary focus is on joint and combined warfare conducted at the operational and strategic levels. AWC, US Army War College, US Marine Corps War College, College of Naval Warfare, and Industrial College of the Armed Forces students make up the Blue team, while AWC acts as the Southwest Asia area of responsibility (AOR) Red-team staff. Red teams for Pacific Command (PACOM) and Africa Command (AFRICOM) AORs come from sister-service college faculty members and the LeMay Center contract intelligence support personnel. Participants start with a crisis scenario that involves regional conflicts 10 years into the future. The distributive phase of the game takes place at the player and faculty home stations in December. The teams make inputs via a collaborative website. World situation and specific scenario briefings establish the crisis at

hand. The teams also identify national interests and objectives of all concerned nations and establish allied relationships. The teams then create a combined command and subordinate component command staff and develop a theater campaign plan. They establish their campaign strategy, evaluate enemy intent and capability, posture forces, and determine logistical requirements to sustain combat operations. With the completion of the campaign planning phase, participants assemble at the LeMay Center/WG in April and begin the war game. Force-on-force employment of player assets occurs through written move orders. Adjudication is then performed through a combined manual/computer analysis of alliance inputs. The war game continues for up to four additional moves, with game time intervals varying from days to several weeks or months. Ongoing intelligence and situation updates apprise participants of campaign performance.

Pegasus–Australia. Pegasus-Australia is an unclassified, computer-adjudicated, theater-level war game developed by the WG and used by the Australian Command and Staff College. The simulation models the first days of war between two opposing alliances. The Australian Command and Staff College divides participants into Blue and Red teams that assume the role of the combined command staffs of the two opposing alliances. Approximately 60 participants are divided into Blue and Red syndicates and are pitted against each other. The game covers one day of prewar maneuvering followed by four days of computer-adjudicated warfare. The game begins with the development of theater campaign plans by opposing syndicates. Assuming roles as commanders and their staffs, participants develop strategy, evaluate enemy intent and capability, posture forces, and determine logistical requirements to sustain combat operations. Computer-generated map displays and web-based status reports provide intelligence support. Once the campaign plan is complete, participants move to the execution phase of the war game, making air, land, and sea order inputs on personal computers using AWP and WebForces software. Participants assign aircraft packages to accomplish offensive, defensive, interdiction, reconnaissance, airspace control, and support missions. They accomplish land and sea moves and also have the opportunity to task certain space-based reconnaissance assets. After players finish their moves at the end of the day, the SIMWAR XXI model adjudicates the inputs. Updated electronic map displays and web-based status reports provide battle damage assessment and current intelligence. Armed with the previous move's results, syndicates continue the game cycle by returning to the planning phase, where they either continue or modify their campaign plan and enter a new set of inputs, as they deem appropriate. After the last day of battle, syndicates debrief their campaign plans and provide insights into their successes and

failures. Pegasus–Australia is typically conducted in the May–June time frame.

Pegasus–UK. Pegasus–UK (United Kingdom) is a computer-adjudicated, theater-level war game of the SIMWAR XXI series developed by WG for Britain's Joint Services Command and Staff College (JSCSC). The exercise models the first days of a notional war between two fictional alliances. The JSCSC directing staff divides the participants into Blue and Red syndicates (teams) that assume the role of the Combined Forces Command (CFC) staffs of the two opposing alliances. Approximately 100 participants divide into five Blue and five Red syndicates pitted against each other in simultaneous and independent games. The game covers one day of prewar maneuvering followed by four days of computer-adjudicated warfare. The remainder of the week is similar to the Pegasus–Australia game. Pegasus–UK is typically conducted in the fall.

Pegasus–Netherlands. Pegasus–Netherlands is a computer-adjudicated, theater-level war game of the SIMWAR XXI series developed by WG for the Netherlands Defense College Joint Advanced Staff Course. This is a two-week event starting with a review of joint air operations followed by a computer-based simulation. The exercise models the first days of a notional war between two fictional opposing alliances. The Netherlands Defense College directing staff divides the participants into Blue and Red syndicates that assume the role of the CFC staffs of the two opposing alliances. Approximately 16 participants divide into Blue and Red syndicates pitted against each other. The game covers one day of prewar maneuvering followed by three days of computer-adjudicated warfare. The students and staff participate in this war game at LeMay Center/WG in the summer.

JAGWAR/Jagged Sword. Judge Advocate General Wargame (JAGWAR) and Jagged Sword are computer-assisted capstone war-game events for the Air Force Judge Advocate General's School (AFJAGS). JAGWAR supports Gateway, a three-week professional continuing education course for JAG Corps officers in the grade of major. Gateway is the first JAG Corps 21-era course and is designed to prepare students for leadership challenges that field-grade judge advocates face at every level. The war game is designed to reinforce the concepts taught in the course by presenting a scenario highlighting critical legal issues and allowing each student to hone leadership, management, and communications skills. Jagged Sword supports the AFJAGS entry-level course, Judge Advocate Staff Officer's Course (JASOC). JASOC is an entry-level, Air Force specialty code-awarding course with officers in the grade of lieutenant as the primary participants.

Future Capabilities Game. Futures Capabilities Game (Futures) is one of the CSAF's two Title X war games. Futures is a long-range strategic planning activity designed to compare alternative futures and force structures to support strategic planning inputs. The game influences (and is influenced by) the Air Force's other Title X war game, the Unified Engagement series. The insights gleaned from the game impact Air Force strategic planning, concept development, and force structure investment streams. As a long-range planning activity, Futures focuses on evaluating strengths and weaknesses of future concepts based on the Air Force vision and strategic plans and testing alternative force structures to help shape future investment strategies. AF/A8XC, in coordination with AF/A5XS, is responsible for game design and execution, and it is hosted at the AFWI.

Exercise in National Budget Priorities. The Comptroller School executes Exercise in National Budget Priorities (XNBP) several times each year. This is an unclassified, stand-alone, computerized executive planning exercise that addresses national budget priorities as impacted by presidential and cabinet-level decisions. This strategic-level exercise utilizes the Bottom-Line computer model, which analyzes presidential, economic, political, and military budget decisions and their impact on the state of the nation. Each game year provides a state-of-the-nation report, which is a compilation of social and economic indices including voter support, unemployment, gross national product, war risk, and inflation. The XNBP stimulates participants to actively test their understanding of budgetary and economic relationships in a realistic and enjoyable environment. It reinforces the relationships between foreign and domestic policy decisions and shows how allocation of scarce resources to support those decisions affects the state of the nation. The Bottom-Line model resides on one compact disc and can be executed on any portable computer. XNBP is conducted as an independent three-hour game with each seminar acting as a team. The game represents a four-year presidential term, with participants making four moves in the form of constructing four annual budgets.

Intelligence Directorate

Internet Address

<http://www.au.af.mil/au/lemay/>

The Intelligence Directorate (IN) delivers ISR education throughout the AU continuum. Its goal is to educate AU resident and distance-learning

students and develop faculty on the core tenets of ISR operations in the air, space, and cyberspace domains, thereby preparing them to create innovative solutions to operational and strategic issues. IN personnel focus on ISR doctrine, policy, programs, strategy, employment, and vision for current and future ISR operations and issues essential to leaders' understanding of the operational environment. IN develops ISR curriculum guidance for AU schools, centers, and educational organizations. This directorate is the AU ISR curriculum chair responsible for overseeing intelligence and ISR language in key guidance documents and ensuring the appropriate issues are taught at all levels of AU. The IN coordinates the research and publication of materials on key ISR issues facing the Air Force, joint war fighter, and nation. IN supports doctrine development and AU war games and exercises. As the AU senior intelligence officer, the IN supports the AU commander and AU colleges and centers by providing ISR expertise and guidance and by coordinating guest speakers throughout the year. Additionally, he or she maintains regular liaison with the Air Force A2 and other senior members of the national intelligence community. The IN coordinates ISR issues with senior leaders and students assigned to AU. The IN conducts the following educational activities:

- develops and teaches in-residence intelligence and cyber operations electives and focused lectures for AU;
- designs and delivers the AWC ISR Distance Learning elective and other DL electives as required;
- instructs an ACSC research seminar and advises AWC professional studies papers to enable investigation of ISR issues in depth;
- enables classified research in support of AU-wide missions, with a special emphasis on CSAT and Air Force Research Institute (AFRI) efforts;
- leads the AU intelligence mentoring and cross-talk program, consisting of over 100 ISR and cyber operations professionals assigned to AU;
- serves as AU representative to the Intel Community Agency Chairs team (this group includes instructors across all of DOD's intermediate- and senior-level professional development schools); and
- leads the AU component of the intelligence community Center of Academic Excellence, a consortium of academic, national laboratory, and military member units specifically focused on national security and intelligence-related matters.

The LeMay Center/Intelligence Security Division is the AU Special Security Office (SSO). The SSO controls, safeguards, and ensures proper use of sensitive compartmented information (SCI), manages over 1,300 SCI billets, and provides physical security for four temporary secure working areas and three accredited SCI facilities. The SSO also operates AU's SCI communications center, maintaining the Joint Worldwide Intelligence Communications System for users at Maxwell AFB–Gunter Annex, Alabama.

Jeanne M. Holm Center for Officer Accessions and Citizen Development

Internet Address

<http://www.au.af.mil/au/holmcenter/>

Mission. *Develop Air Force leaders and citizens of character to serve the nation.*

In 1995 the AU Board of Visitors recommended that AU bring together officer accession sources to streamline the organizational structure and reduce the commander's span of control. Air Force Officer Accession and Training Schools (AFOATS) was activated on 14 February 1997, merging the Officer Training School (OTS) and the Air Force Reserve Officer Training Corps (AFROTC).

The Jeanne M. Holm Center for Officer Accessions and Citizen Development (the Holm Center) succeeded AFOATS and was formally established at Maxwell AFB, Alabama, in June 2008. The Holm Center is named for the first female Air Force officer to achieve general officer rank. Four distinct organizations make up the Holm Center: AFROTC, OTS, Civil Air Patrol–USAF (CAP-USAF), and the Air Force Junior Reserve Officer Training Corps (AFJROTC).

AFROTC, located at 145 host universities and more than 1,000 associated colleges and universities, is designed to educate, train, and commission officers for the US Air Force. The AFROTC program is a four-year university-level program at 143 universities and a two-year program at two universities. The AFROTC program presently commissions approximately 2,000 new Air Force officers each year.

OTS, located at Maxwell AFB, is the Air Force's flexible officer commissioning program and is capable of increasing its enrollment rapidly to meet

changing Air Force officer-accession requirements. Currently, OTS Basic Officer Training (BOT) produces approximately 600 new Air Force officers per year (500 active duty and 100 Air Force Reserve [AFRES]), the Academy of Military Science (AMS) produces about 500 new Air National Guard (ANG) officers per year, and OTS Commissioned Officer Training (COT) trains about 1,400 newly commissioned medical professional, chaplain, and judge advocate general officers for active duty, AFRES, and ANG assignments. AFROTC and OTS together produce over 70 percent of the current Air Force requirement for newly commissioned line officers and train nearly all of the newly commissioned nonline officers.

The Holm Center also directs the Air Force's middle- and high-school citizenship training programs: the AFJROTC and the CAP cadet program. The AFJROTC program, located at 868 high schools worldwide, is a citizenship-development program with a current enrollment of about 120,000 cadets. In June 2009 the Holm Center added Headquarters CAP-USAF, which acts as a liaison providing assistance and oversight for the CAP in its role as the Air Force's official auxiliary. The CAP's 61,000 senior and cadet members operate a fleet of 550 aircraft, perform emergency services, and provide cadet program activities and aerospace education support for federal, state, and local customers.

As of fiscal year 2010, the Civilian Acculturation and Leadership Training became a course of the Holm Center. The civilian training program had 207 students complete the course in 2013.

The Holm Center furnishes coordinated leadership and policy direction for the Air Force's officer recruiting, training, and commissioning programs at OTS and at AFROTC detachments at host universities. The Holm Center's staff manages, supports, and develops curriculum and support activities to train tomorrow's Air Force officers. The merger of AFROTC and OTS provides

- a single focal point for AETC's officer accessions,
- centralized support and curriculum development, and
- a method to smooth production flow between AFROTC and OTS.

Ira C. Eaker Center for Professional Development

Internet Address

<http://www.au.af.mil/au/ecpd>

Mission. *Provide the highest quality, multidisciplined professional continuing education and training that drives the future success of Air Force, DOD, and international students.*

The AU Center for Professional Development was activated on 1 August 1986. In October 1993 the center was redesignated the Ira C. Eaker Center for Professional Development to honor General Eaker's significant contributions to the advancement of aviation, the Air Force, and the continuing professional development of its members.

The Eaker Center umbrella spans five schools: the Commanders' Professional Development School, USAF Personnel Professional Development School, Defense Financial Management and Comptroller School, USAF Chaplain Corps College, and National Security Space Institute.

Thomas N. Barnes Center for Enlisted Education

Internet Address

<http://www.au.af.mil/au/barnes/>

Mission. *Educate enlisted Airmen to accomplish the Air Force mission.*

The Thomas N. Barnes Center for Enlisted Education was activated in July 2008. The Barnes Center provides degree and professional-development education opportunities to more than 300,000 enlisted Airmen each year. The center provides Enlisted Professional Military Education, Career Development Courses, and Associate of Applied Science Degrees and professional certifications through the Community College of the Air Force (CCAF), which is accredited through AU by the Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC), to award the associate's degree.

The Barnes Center also provides education to those Airmen selected for first sergeant duty through the First Sergeant Academy and captures and archives enlisted accomplishments through the Enlisted Heritage Research Institute (EHRI). The CCAF provides associate of applied science degrees and other professional credentials that enhance mission readiness, contribute to recruiting, assist in retention, support the career transition of Air Force enlisted members, and facilitate enlisted members in completing their bachelor's degrees.

Enlisted PME (EPME) programs are managed through the center's dean of academic affairs. Academic Affairs is responsible for the development and standardization of four resident EPME programs and three DL programs encompassing all levels on the continuum of enlisted leadership development. Academic Affairs is also responsible for faculty and staff development for personnel assigned to EPME programs Air Force-wide. More than 50,000 enlisted Airmen complete EPME programs each year.

The Enlisted Professional Military Education Instructor Course (EPMEIC) strives to produce noncommissioned officers (NCO) who can both teach and lead effectively in and out of the classroom. The curriculum is designed to heighten students' appreciation for and understanding of classroom fundamentals, technical skills associated with EPME classrooms, and the typical day-to-day performance expected of EPME professionals. EPMEIC teaches methodologies that are very specific to EPME and is considered the "gateway" for an EPME instructor.

The Airman Leadership School (ALS) is the first level of the EPME continuum and prepares senior Airmen to be professional, war-fighting Airmen who can supervise and lead Air Force work teams to support the employment of airpower. Currently, there are 68 ALS programs worldwide; ALS is also available via DL.

The Noncommissioned Officer Academy (NCOA) is the second level of enlisted PME and prepares technical sergeants to be professional, war-fighting Airmen who can manage and lead Air Force units in the employment of airpower. Currently, there are 10 NCOAs worldwide with a DL option.

The Air Force Senior Noncommissioned Officer Academy (AFSNCOA) is the third level of enlisted PME. AFSNCOA prepares senior NCOs to lead the enlisted force in the employment of airpower in support of US national security objectives. There is a single resident AFSNCOA located at Maxwell AFB-Gunter Annex, along with a DL option.

The CMSgt Academy (CA) is a recently approved school which will prepare newly selected CMSgts for duties at the operational and strategic level. There is a single resident CA located at Maxwell AFB-Gunter Annex, along with a DL option.

In addition to the above EPME programs, the Barnes Center also provides oversight to the Air Force First Sergeant Academy (FSA). The FSA—a professional continuing education program—educates, trains, and prepares select senior NCOs to serve as advisors to commanders on issues that impact Airmen as they accomplish the Air Force mission.

The Barnes Center is also home to the Air Force Enlisted Heritage Research Institute (EHRI). EHRI is dedicated to preserving the rich and dramatic heritage and tradition of the enlisted corps of the US Air Force dating back to the US Army Aeronautical Division, Army Air Service, Army Air Corps, and Army Air Forces.

The Air Force Career Development Academy (AFCDA) is the newest member of the Barnes Center. This organization is responsible for the instructional development, management, delivery, and evaluation of Air Force career development courses (CDC) and select specialized courses. AFCDA also produces and distributes study materials for the Air Force Weighted Airman Promotion System (WAPS).

Community College of the Air Force

Air University undergraduate degree programs are provided by the Community College of the Air Force (CCAF), located at Maxwell AFB–Gunter Annex, Alabama. CCAF serves the educational needs of the Air Force enlisted community by offering associate of applied science degrees and other credentialing programs that enhance mission readiness, contribute to recruiting, assist in retention, and support the career transitions of Air Force enlisted members. It is the only federally chartered institution in the United States that awards college degrees solely to enlisted personnel. CCAF awards undergraduate credit for Air Force technical training and enlisted PME courses that may be applied toward an associate in applied science degree program.

The college was established 1 April 1972 at Randolph AFB, Texas, and received degree-granting authority in July 1976. CCAF awarded its first associate of applied science degrees in April 1977. From 1980 to 2004, the college was separately accredited by the SACSCOC to award the associate's degree. The college is now accredited through AU by the SACSCOC.

The college functions as a single institution with respect to credit documentation, records, and educational program management. The detailed listing and description of each CCAF degree program is available in the separate

CCAF *General Catalog*, published every three years and available online at <http://www.au.af.mil/au/barnes/ccaf/>.

Transcripts reflecting course completions and awarded credit are provided by CCAF and can be ordered online free of charge through the CCAF website at <http://www.au.af.mil/au/barnes/ccaf/transcripts.asp>. To ensure compliance with the Privacy Act of 1974 to protect the confidentiality and integrity of student records, students may order only their own transcripts.

Air Force Institute of Technology

Internet Address

<http://www.afit.edu>

Mission. *Advance air, space, and cyberspace power for the nation, its partners, and our armed forces by providing relevant defense-focused technical graduate and continuing education, research, and consultation.*

The Air Force Institute of Technology (AFIT), located at Wright-Patterson AFB, Ohio, is a key component of AU and AETC. The institute educates more than 6,300 students daily through in-residence, on-site, and DL courses offered by its three schools: the Graduate School of Engineering and Management, the School of Systems and Logistics, and the Civil Engineer School. It is also the home of the Air Force Cyberspace Technical Center of Excellence along with the institute's Autonomy and Navigation Technology Center, the Center for Directed Energy, the Center for Technical Intelligence Studies and Research, the Center for Operational Analysis, the OSD Scientific Test and Analysis Techniques in Test and Evaluation Center, and the Center for Space Research and Assurance. Since resident graduate degrees were first granted in 1956, AFIT has awarded more than 18,225 master's and 720 doctoral degrees. In addition, every year more than 28,000 students attend AFIT's professional continuing education in civil engineering, acquisition and logistics, and cyber-space operations career fields.

Accreditation. AFIT is regionally accredited by the Higher Learning Commission (HLC) and is a member of the North Central Association of Colleges and Schools (NCA), and maintains its own official catalog. Contact this agency at The Higher Learning Commission, 230 South LaSalle St, Suite 7-500, Chicago, Illinois, 60604-1413, (800) 621-7440.

In addition to its regional accreditation, the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET) accredits selected programs within the Graduate School of Engineering and Management. Contact this agency at ABET, 111 Market Place, Suite 1050, Baltimore, Maryland 21202, phone: (410) 347-7700, fax: (410) 625-2238.

USAF Test Pilot School

Internet Address

<http://www.edwards.af.mil/library/factsheets/factsheet.asp?id=6467>

Mission. *Produce highly adaptive, critical-thinking flight-test professionals to lead and conduct full-spectrum test and evaluation of aerospace weapon systems.*

Established in 1944 at Wright Field, the Test Pilot School (TPS) has always been known for producing high-quality flight testers and engineers. In 1951 the school was moved to Edwards AFB, California. In 1961 the Aerospace Research Pilot Course was added, and the school was renamed the USAF Aerospace Research Pilot School (ARPS). In 1972 the school reoriented, adding the systems phase and terminating the ARPS course, and the school officially became the USAF Test Pilot School. Because of the sophistication of aircraft, as turbojets became more prevalent in the Air Force, both the flight test engineering (FTE) and the flight test review (FTN) programs were started in 1973. These developments created three curricula for TPS students: flight test pilot, FTN, and FTE. In 1990 a test management project (TMP) was added to facilitate the understanding of the full flight-test process. In this TMP, TPS students work in groups to create a test package, execute the test, and present the results to the TPS faculty. The school also offers a number of short courses to support various levels of test and evaluation education.

There are 2,492 TPS graduates, including more than 109 general officers. Sixty-two of the current 272 NASA astronauts graduated from TPS. There have been 75 civilian and 39 female graduates, including astronaut Eileen Collins, as well as 310 international graduates from 24 countries.

On 21 January 2009 SACSCOC approved the awarding of a master's degree in flight test engineering to those students enrolled in the program from April 2007 onward.

Air Force Research Institute

Internet Address

<http://www.au.af.mil/au/afri/>

Mission. *Conduct objective research, outreach, and engagement to empower Airmen and enhance the effectiveness of airpower in support of national security.*

The Air Force Research Institute (AFRI) was officially activated as an independent, unique organization at AU on 19 May 2008. However, AFRI integrates several units and functions with long histories of excellence at AU, including the Airpower Research Institute, the Air University Press (AU Press), the Air Force Fellows, and the *Air and Space Power Journal*. AFRI supplements the idea-generating capacity of AU and the US Air Force and supports airpower research inquiries from the chief of staff and other top-level decision makers throughout the Air Force and the DOD. AFRI products also enhance long-term studies of external agencies, support student research, and address specialized research projects directed by the Air Staff and the DOD to enhance national security and to provide relevant research for the Air Force. AFRI promotes advanced thinking and strategy regarding airpower through publications, conferences, and forums that address current issues vital to the Air Force and also capture lessons from history. AFRI's publication products and much of AU's unclassified graduate-level research are available for review either electronically or in print. AFRI comprises three divisions (Research, Journals, and Outreach) and two distinct functions (Air Force Fellows program and AU Press).

The Research Division is comprised of experienced airpower analysts and researchers conducting independent operational- and strategic-level research on topics of vital interest to the Air Force and the DOD. This research involves the enduring elements of air, space, and cyberspace and their effect on the US military and national security across the full spectrum of military interests. The Research Division generates and solicits books, original studies, research pamphlets, monographs, and papers on topics of interest to Air Force leaders and those related to current and future air, space, and cyber operations.

The Journals Division extends the university's reach nationally and internationally through publications such as the *Air and Space Power Journal* (ASPJ) and *Strategic Studies Quarterly* (SSQ), which generate professional discourse and forums for airpower education and debate. ASPJ has been the professional journal of the US Air Force since 1947. ASPJ includes three foreign

language editions for French-, Spanish-, and Chinese-speaking readers, with content in each edition tailored for the audience served. Beginning in 2012 the *ASPJ* English edition became an online journal available worldwide. The foreign language editions are also available electronically and are distributed in print to over 150 countries to reach targeted audiences. *SSQ* is the senior USAF-sponsored journal providing a strategic-level forum for military, government, and academic professionals. *SSQ* critically examines and debates contemporary national defense and academic topics, such as strategy, national security, warfare, and international and national defense policies.

The Outreach Division extends the reach of AFRI's mission by informing Airmen and building relationships through conferences and workshops, print publications, and online publishing. These efforts include collaboration to establish and develop partnerships with other government, research, and academic communities including universities, think tanks, and international allies. The division's goal is to expand the understanding and development of concepts, issues, and topics of interest to Air Force leaders and policy makers. The Outreach Division manages digital scholarly content through its websites, social media venues, and internal and external marketing efforts to inform the public, the DOD, and allied military and research communities on timely and relevant issues regarding airpower. The Outreach Division facilitates online publishing for AFRI and AU Press, including *ASPJ* and *SSQ*, providing airpower and national security dialog at the operational and strategic levels. The Outreach Division also manages the Air University Research Council's research efforts throughout each academic year, providing support with an annual call for research topics, daily management of the Air University Research Information Management System (AURIMS), and publication of the AU Research Bulletin.

The Air Force Fellows program supports the Air Force's PME intermediate and senior developmental education (IDE and SDE) requirements through management of over 110 IDE and SDE students located at think tanks, industries, academic institutions, interagency organizations, and the DOD.

AU Press is the publishing arm of AU, consisting of the following two branches: editing and research, and design and production. The editing and research team supports publication of AFRI's journals as well as selected manuscripts, articles, research papers, and pamphlets addressing airpower issues. Most of these products are available in print, and all are published in electronic formats available at the AU Press website. The design and production team manages the print and multimedia functions of AU Press and the highly credentialed Air University Publications Review Board, which provides assistance in acquiring manuscripts for publication that provide valuable re-

search to the Air Force and the DOD. It also produces original illustrations and digital art for journals, research, and books for both online and print media. Descriptions and downloadable versions of all AFRI products are available at <http://www.au.af.mil/au/afri/>.

GRADUATE PROGRAMS

This section includes a description of each graduate degree program offered by Air University (AU).

- Master of Philosophy in Military Strategy
- Doctorate of Philosophy in Military Strategy
- Master of Strategic Studies
- Master of Military Operational Art and Science
- Master of Science in Flight Test Engineering

Master of Philosophy in Military Strategy and Doctorate of Philosophy in Military Strategy

School of Advanced Air and Space Studies

Internet Address

<http://www.au.af.mil/au/saass/>

Master of Military Strategy

Program Description. The School of Advanced Air and Space Studies (SAASS) curriculum is an intensive 50-week program. The primary instructional forum is the graduate colloquium, which facilitates maximum interaction between students and the expert faculty. Class size is limited to 36 Air Force active-duty officers; up to three joint-service officers from the Army, Navy, and Marines; up to two officers from the Air Reserve Component; and several officers from closely allied nations upon invitation from the chief of staff, US Air Force (CSAF). Total enrollment should not exceed 45 students. SAASS creates warrior-scholars who have a superior ability to solve complex problems; think critically; develop strategy and policy; and develop, evaluate, and employ airpower as a component of military force in support of national objectives. Upon completion of all requirements and with faculty recommendation, graduates receive a master of philosophy in military strategy. The faculty selects a few students who are allowed to pursue a doctor of philosophy in military strategy.

Learning Outcomes.

- Produce graduates who demonstrate the ability to think critically about the relationship of military force to statecraft.
- Produce graduates who can articulate a thorough understanding of military history and military, airpower, and political theories and their modern application to air, space, and cyberspace power.
- Produce graduates who can articulate a thorough understanding of military history and military, airpower, and political theories and their modern application as a strategic instrument of national policy.

- Produce graduates who can articulate, using a reasoned synthesis of theory and experience, how modern military force and its airpower component can best be applied across the spectrum of conflict.
- Produce graduates who can argue effectively and responsibly about military strategy using evidence and logic.

Faculty. SAASS faculty members hold a doctorate or equivalent in their fields of academic expertise. The breadth, depth, and diversity of their expertise are enhanced by the fact that the SAASS faculty is divided between terminally credentialed field grade and senior officers and civilian scholars.

Eligibility. A central selection board at the Air Force Personnel Center (AFPC) selects the students to attend the school. To apply for consideration, officers must have completed or be in attendance at an in-residence intermediate developmental education (IDE) program, or its equivalent.

Admission Requirements. Admission to SAASS is highly competitive. Those wishing to be admitted by the board must formally apply while or after attending an IDE program, or its equivalent, in residence. The application process includes a requirement to write an essay on a subject selected by the commandant. Applicants must either already have a master's degree from an accredited institution or a bachelor's degree with an overall grade point average (GPA) of 3.25 or higher on a 4.0 scale. The Air Force Institute of Technology (AFIT) verifies academic qualifications for applicants attending non-degree-granting intermediate residence programs. A central selection board convened at AFPC makes the final admission selections among qualified applicants. International students must be native English speakers or score in the 95th percentile of the Test of English as a Foreign Language (TOEFL) within the three years before entering SAASS. Nonnative English speakers must have attended an English-speaking, in residence IDE program, preferably Air Command and Staff College (ACSC). Those attending ACSC must attend the International Officer School prep course. Those entering without having attended ACSC must have attended an English-speaking intermediate program in residence but will forego the prep course due to conflicts with the SAASS course schedule. International students should possess undergraduate- or graduate-degree qualifications equivalent to those required of US students.

Graduation Requirements. To graduate with a master of philosophy in military strategy degree, a student must achieve a weighted grade point average for all letter-graded courses of 3.0 or higher, achieve a "pass" grade for all

courses graded “pass/fail,” prepare a thesis based on research in original source materials that meets generally accepted standards of research, analysis, and expression at the master’s degree level, and complete an oral comprehensive examination conducted by a faculty board with a grade of “B” or higher. To graduate with a “certificate” in military strategy, a student must achieve a weighted grade point average for all letter-graded courses of 2.5 or higher, achieve a “pass” grade in all courses graded “pass/fail,” prepare a thesis based on original research that meets generally accepted standards of research, analysis, and expression for Air Force staff work, and complete an oral comprehensive examination conducted by a faculty board with a grade of “B-” or higher.

Doctorate of Philosophy in Military Strategy

Program Description. SAASS is the foundation for an AU doctorate of philosophy in military strategy. Successful completion of the SAASS program at the standards required for the master of philosophy in military strategy degree is necessary, but not sufficient, for the PhD program. Key components of the PhD program occur before, during, and after the year at SAASS.

Program-Level Learning Outcomes.

- Produce graduates who demonstrate the ability to think critically about the relationship of military force to statecraft.
- Produce graduates who can articulate a thorough understanding of military history and military, airpower, and political theories and their modern application to air, space, and cyberspace power.
- Produce graduates who can articulate a thorough understanding of military history and military, airpower, and political theories and their modern application as a strategic instrument of national policy.
- Produce graduates who can articulate, using a reasoned synthesis of theory and experience, how modern military force and its airpower component can best be applied across the spectrum of conflict.
- Produce graduates who can argue effectively and responsibly about military strategy using evidence and logic.
- Produce research that makes a new contribution to the field of military strategy.

Admission Requirements. In addition to completing the SAASS master of philosophy in military strategy, students must (parenthetical expressions denote when during the year at SAASS these events occur):

- Provide a letter of application for admission with a dissertation topic (early April).
- Earn a cumulative GPA of 3.7 or higher (throughout the SAASS year).
- Have earned 12 semester hours of transferable graduate credit in a field related to strategy or security studies from an accredited institution (before attending SAASS). The SAASS faculty will judge acceptability of transfer credit.
- Complete a written qualifying examination in the fields of theory, military practice, and strategic synthesis to an A- standard (early April).
- Complete an oral comprehensive examination to an A- standard (early June).
- Complete a thesis that meets standards expressed for the master of philosophy in military strategy and also indicates ability to (a) research a dissertation over the next three to seven years and (b) compose the findings into a publishable manuscript (throughout the SAASS year).
- Be recommended by the SAASS PhD Selection Committee for admission into the SAASS PhD program (late April). The SAASS faculty deliberates upon the candidates using a “whole-person” approach and makes its recommendation to the Commandant, who has final approval authority for admission.

Post-SAASS PhD Activity. PhD candidates (those who have completed all but the dissertation [ABD]) will form a committee, with the chair normally being a long-term SAASS faculty member. The chairperson will aid in finding additional committee members suitable for the proposed topic. One PhD committee member normally will be from outside the Department of Defense and from civilian academe. Candidates normally will have seven years from SAASS graduation to write and defend their dissertation. During that time, SAASS will fund research as candidates serve in post-SAASS duty assignments. Active-duty Air Force candidates may be awarded a Stephen R. Lorenz Fellowship, from three to five years after SAASS graduation. The fellowship is one year in duration for the research and composition of a PhD dissertation and holds equivalency for in-residence senior developmental education. The Lorenz fellowship is an aid to, but not a requirement for, completion of the dissertation.

Degree Requirements. To graduate with a doctor of philosophy in military strategy, a student must research, write, and defend a publishable dissertation on a subject related to strategy or military security studies that presents original research, higher-level critical thinking, and interpretation within the fields of strategy and/or military security studies. Normally, students must complete the dissertation within seven years of graduation from the SAASS residence program.

**Syllabus
(Not listed in order of presentation)**

Course Number and Title	Semester Hours
SAASS 600 Foundations of Military Theory	4
SAASS 601 Foundations of Strategy	3
SAASS 627 History of Air Power I: The Classic Age of Air Power	4
SAASS 628 History of Air Power II: Air Power in the Cold War	4
SAASS 629 History of Air Power III: Contemporary Air Power	3
SAASS 632 Foundations of International Politics	4
SAASS 643 Strategy to Practice	4
SAASS 644 Irregular Warfare	3
SAASS 660 Technology and Military Innovation	3
SAASS 665 Space Power	3
SAASS 667 Information, Cyberspace, and Cyber Power	3
SAASS 690 Thesis	7
SAASS 699 Comprehensive Examination	4
Total	49

Course Descriptions

SAASS 600 Foundations of Military Theory

4 Semester Hours

This course analyzes the writings of military theorists who significantly influenced thought about the art and science of war. Through this analysis, students gain a broad understanding of the development of military thought and develop critical thinking skills as they test theoretical propositions against the criteria of logic and evidence.

SAASS 601 Foundations of Strategy **3 Semester Hours**

This course is an interdisciplinary examination of the theories, methods, and concepts that inform the art and science of strategy and decision making. It draws upon some of the finest writings from a variety of sources to include the study of politics, history, economics, organizational behavior, science, culture, and morality. Students will read widely and instructors will expose them to a number of ways humans think about social phenomena.

**SAASS 627 History of Air Power I
The Classic Age of Air Power** **4 Semester Hours**

This course examines the historical development of airpower and strategy in the crucible of the two world wars. It also explores a number of key issues dealing with airpower development and employment during that period. The faculty organizes the course around a series of core books, selected for their impact upon airpower's theoretical development, contribution to our understanding of airpower's impact on events, or issues worthy of discussion and examination.

**SAASS 628 History of Air Power II
Air Power in the Cold War** **4 Semester Hours**

This course bridges the historical experience of airpower's youth and adolescence (1914–45) and the maturation of the US Air Force as an independent service. It focuses on the years of the Cold War, during which the United States had to deal with deterring a superpower threat while at the same time addressing the challenges of limited war under the nuclear umbrella. The theme of this course is a familiar one: a consideration of the interaction between airpower and strategy, writ large.

**SAASS 629 History of Air Power III
Contemporary Air Power** **3 Semester Hours**

This course opens with an examination of the dramatic transformation of air power in the early 1990s as the Cold War gave way to a more uncertain international environment. It examines theoretical debates, technological revolutions, the demands of the "global war on terror," and persistent peer challenges, all of which shaped and were shaped by the air weapon in the twenty-first century.

SAASS 632 Foundations of International Politics **4 Semester Hours**

This course stems from the conviction that one cannot do strategy without a working knowledge of international politics and the role of force in international life. It orbits around two big theoretical questions: How does the world hang together? And what role does force play in the world? In formulating answers, students read widely from the theoretical canon that governs the contemporary study of international politics. Topics include theories of international politics, deterrence, coercion, international political economy, and international ethics.

SAASS 643 Strategy to Practice **4 Semester Hours**

This course serves as the capstone course for the SAASS year. Students evaluate the substance and processes for making strategy in the real world and the difficulty associated with solving ill-structured, complex problems. Students also analyze various strategies used to convey strategy concepts and recommendations in real-world situations, reflecting the types of activities they will find themselves in as practicing strategists within the Air Force, Joint community, and national strategy and policy positions. As the final course at SAASS, this course links the education of the previous courses to the practice necessary to succeed in the professional world.

SAASS 644 Irregular Warfare **3 Semester Hours**

This course develops all facets of irregular warfare, including terrorism, insurgency, revolution, and civil wars. The course pays particular attention to the role that geography, ideology (including violent extremism), technology, and grievances play in starting and sustaining irregular groups. Lessons within the course also devote significant attention to combating and defeating irregular threats and the challenges and opportunities associated with them.

SAASS 660 Technology and Military Innovation **3 Semester Hours**

This course focuses on the theory and history of technological development and its impact on innovation in military affairs. The course attempts to develop habits of mind and patterns of inquiry that inform successful military innovation. Theories of technological determinism, social construction, and heterogeneous engineering form the basis of inquiry.

SAASS 665 Space Power**3 Semester Hours**

This course examines the development of military space operations, organizations, strategy, and policy. It explores the contentious issues surrounding space in modern warfare and deals explicitly with weaponization and privatization as well as the organization of space forces in the Department of Defense.

SAASS 667 Information, Cyberspace, and Cyber Power**3 Semester Hours**

This course examines the fundamentals, development, and evolution of information, cyberspace, and cyber power to foster critical thinking about the underlying concepts, strategies, and issues that optimize cyber power as an instrument of national power and to advance the development of each student's personal philosophy of air, space, and cyber power.

SAASS 690 Thesis**7 Semester Hours**

The students develop and present to the faculty a research proposal. Once a faculty member approves their proposal, students, with the advice and assistance of a faculty research advisor, prepare a 50- to 100-page thesis based on primary sources. In writing their theses, the students must demonstrate sound scholarship and conform generally to accepted stylistic and methodological canons.

SAASS 699 Comprehensive Examination**4 Semester Hours**

The faculty employs a two-hour oral examination by a board of three faculty members (one of whom is usually from outside the SAASS faculty) to determine if the student has satisfactorily synthesized the entire SAASS curriculum. The interrelationship among courses and the embedded material are often prominent features of the examination.

Master of Strategic Studies

Air War College

Internet Address

<http://www.au.af.mil/au/awc/>

Program Description. The Air War College (AWC) resident program class membership includes officers from each US military service, civilian employees

of federal government agencies, and officers from the international community. All US students are dually enrolled in the AWC senior-level professional military education (PME) program and the AU master of strategic studies degree program; therefore, they must meet admission requirements for the master of strategic studies degree. The AWC PME program is accredited for joint professional military education (JPME) phase II as defined for senior level colleges in the Chairman of the Joint Chiefs of Staff Instruction (CJCSI) 1800.01D, *Officer Professional Military Education Policy*. International Fellows who qualify for entry in the AWC program are enrolled in the AWC senior level PME program and may choose to apply for admission to the master of strategic studies degree program.

Learning Outcomes. The AWC resident program produces graduates who are able to

- lead successfully as senior leaders in joint, coalition, and interagency environments, exhibit the traits essential to the profession of arms and understand the proper role and employment of airpower capabilities;
- critically analyze complex political-military issues and clearly articulate through written and oral methods solutions to influence senior level decisions;
- develop and shape military strategies, which, in concert with other instruments of national power, achieve national security strategic objectives; and
- capitalize upon diverse personal and professional relationships forged from the broader AWC educational experience.

Faculty. The Air War College's unique mission requires a distinctive mix of faculty qualifications and credentials. Traditional civilian academics provide the depth and breadth of subject-matter expertise to guarantee the academic rigor of the college's offerings while simultaneously ensuring adherence to validate educational theory and practice. Military officers also contribute depth and breadth of expertise as well as relevant, unparalleled currency in military affairs critical to the college's success.

Duration. The resident program consists of 10 months of graduate-level study. As the senior Air Force PME school, AWC annually educates about 245 resident students from all US military services, federal agencies, and 45 nations.

Eligibility. Lieutenant colonels, colonels, equivalent sister-service, and civil service personnel are eligible to attend AWC. The Central Senior Service

School Selection Board, Headquarters USAF, selects Air Force active duty officers who have demonstrated an outstanding potential for senior command and staff positions to attend AWC. Additionally, US Air Force Reserve (AFRES) officers, Air National Guard (ANG) officers, officers from other US military services, officers from other nations, and US federal government civilians are selected to attend by their respective personnel systems. Reference AFI 36-2301, *Professional Military Education*, and the Education and Training Course Announcements (ETCA) website at <https://etca.randolph.af.mil> for additional information.

Degree Admission Requirements. To be admitted to the master of strategic studies degree program, individuals must (1) present proof of academic capability with a qualifying undergraduate degree from a regionally accredited college/university (US bachelor's degree or its equivalent) or by meeting academic credentials admission requirements through the portfolio admission process and (2) provide an acceptable score on the Test of English as a Foreign Language (TOEFL), unless they are from an English-speaking country.

International Fellows not meeting the admissions requirements for the master's degree program will be allowed to attend AWC and will, upon completion of the resident program, receive the AWC resident diploma but will not be awarded a master's degree. Students may not opt out of the master's degree program after admission. Students in resident diploma status cannot be considered for the degree once diploma status is established.

Graduation Requirements. Students fully admitted to the degree program must complete the AWC resident program consisting of a minimum of 33 semester hours, although the program currently consists of 35 semester hours for the core program and 36 for the Grand Strategy Concentration. Students must achieve a grade of "C" or higher on each academic course with an overall GPA of at least 3.00 on a 4.00 scale, achieve a "pass" in the Academic Prep course and Global Challenge Wargame, and fully participate in the National Security Forum and Commandant's Lecture Series. International Fellows receiving the diploma participate in core (6200-6800 series) and elective courses (6000 series), the Academic Prep course, the Global Challenge Wargame, the National Security Forum, and the Commandant's Lecture Series. Students earning the diploma may enroll in the research course. Core courses completed for the diploma are graded on a pass/fail basis; elective courses are taken in an audit status.

Syllabus

Course Number and Title	Semester Hours
PC 1100 Academic Prep (P/F)	0
EL 6000 Elective Term I	2
EL 6000 Elective Term II	2
RE 6100 Research	5
LD 6200 Joint Strategic Leadership	3
NS 6300 National Security and Decision Making	3
FS 6400 Foundations of Strategy	5
WF 6500 Warfighting	6
RS 6600 Regional and Cultural Studies	4
GS 6700 Global Security	3
WG 6800 Global Challenge Wargame (P/F)	2
Total	35

Note: All courses must be taken in residence at AWC. Courses taken in the distance learning program may not be used to satisfy course requirements of the resident master's degree or diploma.

Grand Strategy Concentration. Students selected to the Grand Strategy Concentration (GSC) seek a deeper understanding of the development and implementation of grand strategy than is attained through the regular curriculum. The concentration examines the historical practice of strategic art, the challenges of leadership and innovation at the strategic level, the relationship between the military instrument of power and national political objectives, and the interplay of global and regional security trends. Those selected for this concentration are degree-eligible students and complete all courses required for the master of strategic studies. The GSC is a volunteer concentration of approximately 12 students forming a separate seminar at the beginning of the academic year. Interested officers are encouraged to speak with faculty members associated with the program, but those officers with prior experience at strategic-level assignments who have completed an Advanced Studies Group school and/or who have well-developed writing and critical-thinking skills are encouraged to apply. The AWC commandant will approve all selections for GSC enrollment. Course descriptions for the GSC follow the regular concentration course descriptions.

Syllabus

Course Number and Title	Semester Hours
PC 1100 Academic Prep (P/F)	0
RE 6100 Research	5
LD 6200 Joint Strategic Leadership	3
NS 6300 National Security and Decision Making	3
FS 6400 Foundations of Strategy	5
EL 6479 Grand Strategy (Terms 1 and 2)	4
WF 6550 Campaign Design and Execution	6
RS 6600 Regional and Cultural Studies	4
GS 6750 Global Security	3
WG 6800 Global Challenge Wargame (P/F)	2
EX 6950 Comprehensive Oral Exam (P/F)	1
Total	36

Note: All courses must be taken in residence at AWC. Courses taken in the distance learning program may not be used to satisfy course requirements of the resident master's degree or diploma.

AWC Resident Curriculum Course Descriptions

The AWC resident curriculum includes core and elective courses. The core courses consist of four major areas: leadership and ethics, international security studies, national and military strategy, and joint war fighting. The curriculum consists of the following course offerings by the Departments of Strategy, Leadership and Warfighting, and International Security Studies.

PC 1100 Academic Prep

0 Semester Hours

The Academic Prep course is designed to frame the students' academic mind-set by preparing a foundation in the skills essential to succeed in the AWC program. It provides an opportunity to understand and apply complex concepts to written and oral communication, using the broad topic of civil-military relations (CMR), which informs all aspects of the AWC curriculum. By the end of the course, students should be able to evaluate their own ability to think, speak, and write critically in preparation for the rigors of the AWC curriculum.

RE 6100 Research**5 Semester Hours**

The research requirement is designed to allow students to perform in-depth critical analysis on a relevant topic of interest primarily from an approved sponsoring organization. The research process provides the opportunity to improve student argumentation and expression skills while creating products that address strategic and operational issues and topics vital to the national security community and its senior leadership. For successful completion of the research requirement, students must produce a professional studies paper (PSP) in accordance with college standards. Research papers will be completed as an individual effort.

LD 6200 Joint Strategic Leadership**3 Semester Hours**

The Joint Strategic Leadership (JSL) course introduces and reinforces concepts and skills required to lead large, complex organizations in a rapidly changing strategic environment with emphasis on strategic communication and influence, organizational change and transitional leadership, strategic thinking, and ethical reasoning. The JSL course of study facilitates these objectives through thoughtful professional reflection, critical assessment, critical and strategic thinking, and moral reasoning. At the conclusion of the JSL course, students will be able to lead successfully as senior leaders in joint, inter-agency, intergovernmental and multicultural (JIIM) environments, exhibiting the traits essential to the profession of arms.

NS 6300 National Security and Decision Making**3 Semester Hours**

The National Security and Decision Making (NS-DM) course assesses the context and processes for developing US security strategy and policy as well as the use of the national instruments of power in support of that policy and strategy. The context assessment encompasses the overarching political and economic currents that influence global, regional, and national security environments. The course assesses the influence of a variety of factors on the national security decision-making process, including individual psychology, bureaucratic politics, Congress and the presidency, interest groups, and the inter-agency process. The course synthesizes context and processes by analyzing the politics of planning, developing, and acquiring military forces, airpower in particular, as well as other case studies in national security decision making. To enhance the practical elements of the curriculum, the course includes

instructional periods that incorporate State Department members in the seminar and guest lectures from current or former policymakers.

FS 6400 Foundations of Strategy**5 Semester Hours**

Foundations of Strategy (FS) is designed to provide students with key strategic concepts and analytical frameworks so that they can critically evaluate how strategies have been developed, implemented, and adjusted at the national and theater level. After completing the course, students should demonstrate that they can identify the essential elements of strategy and how they relate to each other, analyze the most important factors shaping strategy in a particular context, and appraise the difficulty of translating military power in general and airpower in particular into desired political outcomes. The course serves as the foundation for further study of strategy in other resident courses that examine the national security decision-making process and the application of military power as a means to attain national objectives.

WF 6500 Warfighting**6 Semester Hours**

The Department of Leadership and Warfighting develops senior leaders with the skills to plan, deploy, employ, control, and lead US and multinational forces throughout the range of military operations with an emphasis on air, space, and cyberspace forces as they contribute to joint, multinational, and interagency operations. During the Warfighting curriculum, students will synthesize theater strategies, joint operations plans, and campaign plans that translate national military strategy into unified and multinational operations using joint doctrine. Additionally, they will synthesize current and emerging joint war-fighting capabilities across the range of military operations to include the employment of air, space, and cyberspace forces in support of the unified commanders.

Students will also analyze the issues associated with the application of joint forces throughout the continuum of conflict from the perspective of a unified commander to include the employment of air, space, and cyberspace forces as supporting instruments of power. The intent is to present students with an opportunity to apply the knowledge and skills derived from the strategy, leadership, and NS-DM courses to a number of “wicked problems” in the form of historical examples and a realistic planning exercise. They will use critical and creative thinking, viewed through the lens of operational design, to enhance their knowledge and develop new skills essential to functioning as a senior leader.

RS 6600 Regional and Cultural Studies**4 Semester Hours**

The Regional and Cultural Studies (RCS) course is an integral part of the curriculum, preparing senior leaders to evaluate the economic, political, cultural, and security issues within a particular region. The RCS course provides the opportunity for students to gain unique perspectives by studying and visiting one of approximately 13 international regions and, for International Fellows and a few select US students, three US locations. The students complete 30 classroom hours of focused academic preparation, followed by regional field study that allows students to discuss security policy issues with senior political, military, cultural, and economic officials.

GS 6700 Global Security**3 Semester Hours**

The Global Security (GS) course is designed to give students the ability to evaluate today's complex, interdependent, and dynamic international system and how it affects global, regional, and national security. The course uses a comparative approach to identify growing and emerging security concerns, analyze power politics from a region-to-region perspective, examine the roles state and nonstate actors play in addressing key issues that shape the global environment, assess potential challenges to US security, and evaluate the relationship between economic factors and international security. The GS course follows and is symbiotic with the Regional and Cultural Studies program. It capitalizes upon students' experience from their RCS academics and field study.

WG 6800 Global Challenge Wargame**2 Semester Hours**

Global Challenge is Air War College's capstone exercise conducted during the last week of classes. The five-day exercise requires students to demonstrate mastery of concepts taught during the academic year. Students must critically analyze complex political-military situations and articulate recommendations at the national-strategic and theater-strategic levels of war. Each student seminar plays the role of a "council of colonels" that has been assembled to provide recommendations to strategic leaders. Senior faculty panels, assisted by seminar teaching teams, evaluate specific learning outcomes derived from each core curriculum course.

Grand Strategy Concentration Course Descriptions

PC 1100 Academic Prep

0 Semester Hour

The Academic Prep course is designed to frame the students' academic mind-set by preparing a foundation in the skills essential to succeed in the AWC program. It provides an opportunity to understand and apply complex concepts to written and oral communication using the broad topic of CMR, which informs all aspects of the AWC curriculum. By the end of the course, students should be able to evaluate their own ability to think, speak, and write critically in preparation for the rigors of the Air War College curriculum.

RE 6100 Research

5 Semester Hours

The research requirement is designed to allow students to perform in-depth critical analysis on a relevant topic of interest primarily from an approved sponsoring organization. The research process provides the opportunity to improve student argumentation and expression skills while creating products that address strategic and operational issues and topics vital to the national security community and its senior leadership. For successful completion of the research requirement, students must produce a professional studies paper (PSP) in accordance with college standards. Research papers will be completed as an individual effort. Students in the Grand Strategy Concentration need to get approval of their PSP topic from a member of the Grand Strategy seminar teaching team to ensure it is in keeping with the intent of the concentration.

LD 6200 Joint Strategic Leadership

3 Semester Hours

The JSL course introduces and reinforces concepts and skills required to lead large, complex organizations in a rapidly changing strategic environment with emphasis on strategic communication and influence, organizational change and transitional leadership, strategic thinking, and ethical reasoning. The JSL course of study facilitates these objectives through thoughtful professional reflection, critical assessment, critical and strategic thinking, and moral reasoning. At the conclusion of the JSL course, students will be able to lead successfully as senior leaders in joint, interagency, intergovernmental and multicultural (JIIM) environments, exhibiting the traits essential to the profession of arms. The Grand Strategy execution of this course may include additional readings and other requirements as determined by the course instructor.

NS 6300 National Security and Decision Making **3 Semester Hours**

The National Security and Decision Making (NS-DM) course assesses the context and processes for developing US security strategy and policy as well as the use of the national instruments of power in support of that policy and strategy. The context assessment encompasses the overarching political and economic currents that influence global, regional, and national security environments. The course assesses the influence of a variety of factors on the national security decision-making process, including individual psychology, bureaucratic politics, Congress and the presidency, interest groups, and the inter-agency process. The course synthesizes context and processes by analyzing the politics of planning, developing, and acquiring military forces, airpower in particular, as well as other case studies in national security decision making. To enhance the practical elements of the curriculum, the course includes instructional periods that incorporate State Department members in the seminar and guest lectures from current or former policymakers. The Grand Strategy execution of this course may include additional readings and other requirements as determined by the course instructor.

FS 6400 Foundations of Strategy **5 Semester Hours**

Foundations of Strategy (FS) is designed to provide students with key strategic concepts and analytical frameworks so that they can critically evaluate how strategies have been developed, implemented, and adjusted at the national and theater level. After completing the course, students should demonstrate that they can identify the essential elements of strategy and how they relate to each other, analyze the most important factors shaping strategy in a particular context, and appraise the difficulty of translating military power in general and airpower in particular into desired political outcomes. The course serves as the foundation for further study of strategy in other resident courses that examine the national security decision-making process and the application of military power as a means to attain national objectives. The Grand Strategy execution of this course may include additional readings and other requirements as determined by the course instructor.

EL 6479 Grand Strategy **4 Semester Hours**

This two-term elective immerses students in an intensive and wide-ranging study of grand strategy. In the first term, students examine a series of case studies of the formulation and execution of grand strategy by rising powers, declining powers and hegemonic powers seeking to maintain their status in a

variety of historical and regional contexts. The intent is to expose students to examples of the strategic art as practiced by decision makers in other states and other periods of history. This will provide students with valuable comparative context for the study of American grand strategy. It will also encourage them to consider the role of culture and historical context in shaping the strategic priorities and decisions of states and leaders. In the second term, the focus turns to American grand strategy. The elective will cover topics of importance to American grand strategy in more depth than is possible in the core curriculum. Possible topics include offshore balancing, liberalism, unipolarity, retrenchment, nuclear statecraft, credibility, and leaders and domestic politics. This elective is only available to students in the Grand Strategy Seminar.

WF 6550 Campaign Design and Execution **6 Semester Hours**

The Campaign Design and Execution course evaluates the development of theater strategies and campaign plans and their execution in the contemporary operating environment. It also assesses the integration of joint, interagency, and multinational capabilities, as well as the joint air domain, in contemporary campaign planning and execution. The course consists of in-depth case studies of Operations Enduring and Iraqi Freedom, evaluating each phase of these campaigns chronologically, including an assessment of the application of joint, service, and interagency doctrines and capabilities. Focus is placed on the strategic and operational levels of war. The course uses a book-based approach in which students will read most or all of a number of contemporary books on the wars in Iraq, Afghanistan, and Libya and concludes with a student-led campaign assessment focusing on a recent conflict, based on the current situation and formulation of a campaign design that achieves US strategic objectives.

RS 6600 Regional and Cultural Studies **4 Semester Hours**

The RCS course is an integral part of the curriculum, preparing senior leaders to evaluate the economic, political, cultural, and security issues within a particular region. The RCS course provides the opportunity for students to gain unique perspectives by studying and visiting one of approximately 13 international regions and, for International Fellows and a few select US students, three US locations. The students complete 30 classroom hours of focused academic preparation, followed by regional field study that allows students to discuss security policy issues with senior political, military, cultural, and economic officials.

GS 6750 Global Security**3 Semester Hours**

The purpose of this course is to enable senior officers to master the complexity of security issues in selected regions of the world through the application of specific themes to facilitate both international relations and comparative analysis. The selected themes are: (1) Power Politics and Threats to Global Security from Strong States; (2) Weak States and Non-State Threats to Global Security; and (3) Enhancing Global Security: Globalization, Democratization & Global Governance. The course focuses on Asia and the security dilemma produced by power politics and strong states and on the Middle East, Africa, and Central America and the impact of weak states and nonstate threats. The contribution of Europe through the North Atlantic Treaty Organization (NATO) to Global Security is considered under the theme of enhancing global security.

The three themes form the basis for grand strategy decision making and help pave the way for choices on options, costs, risks, and acceptability of particular strategic choices in different contexts. The course is designed thematically with applications, where the thematic readings are reinforced by regional or national applications of the pertinent themes. The Global Security course follows and complements the RCS program, capitalizing upon students' experience from their field of study. The course allows students to develop an analytical framework incorporating the role that factors such as region, society, culture, and religion play in shaping the desired outcomes of policies, strategies, and campaigns.

WG 6800 Global Challenge Wargame**2 Semester Hours**

Global Challenge is Air War College's capstone exercise conducted during the last week of classes. The five-day exercise requires students to demonstrate mastery of concepts taught during the academic year. Students must critically analyze complex political-military situations and articulate recommendations at the national-strategic and theater-strategic levels of war. Each student seminar plays the role of a "council of colonels" that has been assembled to provide recommendations to strategic leaders. Senior faculty panels, assisted by seminar teaching teams, evaluate specific learning outcomes derived from each core curriculum course.

EX 6950 Comprehensive Oral Exam**1 Semester Hour**

Comprehensive oral exams are designed to assess a student's ability to synthesize and evaluate the major bodies of evidence and theoretical propositions examined in the course of studies and across the entire GSC curriculum of instruction.

A panel of three faculty members conducts an intense question-and-answer session of approximately two hours with a single GSC student. The student must demonstrate a high level of synthesis for all GSC courses and experiences and lucidly present a comprehensive vision of the development of grand strategy from a historical perspective, in contemporary America, and into the future. Comprehensive oral exams will be assessed on a pass/fail basis.

Air War College Resident Curriculum Electives

All students within the regular curriculum must complete four semester hours in the electives program. Electives enhance and complement the core curriculum by providing students with opportunities to achieve greater depth and breadth of understanding in issues of special interest and provide the AWC curriculum with the flexibility to adapt quickly to changes in international and domestic security environments. Starting in academic year (AY) 16 some of these electives, along with some of the electives offered by the Air Command and Staff College (ACSC), will be opened up to allow for participation from students both from AWC and ACSC. Elective course options follow.

EL 6122 Directed Study 2 Semester Hours

Students interested in intensive work on a particular topic can develop, with a faculty member, a resource proposal and reading list designed to give them an in-depth understanding of the subject. Enrollment is limited and requires approval of the assistant dean of resident programs. Not available as an audit status course.

EL 6212 God and Country: Church, State, and the American Military 2 Semester Hours

This course explores contemporary issues where American religious and military institutions, cultures, and practices intersect, particularly as they pertain to senior leaders. The course also covers the development of religion in America, particularly in relation to the state and military.

EL 6232 Right, Wrong, and In-Between: Philosophy and Ethics for Senior Leaders 2 Semester Hours

This is a professionally and personally rewarding survey of Macro Ethics and Introductory Philosophy. Classics from western philosophy, literature, and film provide the basis for the course material. The course examines what is publicly advertised or socially accepted as “good and right.” We will also

explore “core values” which have, over the centuries, been the answers to the questions: What is the best way to live? and What is the best way to lead? The course surveys the “permanent things”—the ostensibly eternal concepts of righteousness, classical notions of virtue, and eminent ideas of value—with particular emphasis upon moral reasoning and analysis. But all this assumes that there are permanent things. Suppose there aren’t. Maybe everything depends upon time or place or who actually has the power to define core values or what is good.

**EL 6234 Expeditionary Leadership
in World War II**

2 Semester Hours

Eric Larrabee’s *Commander in Chief* is as good a case study file of biographies of World War II leaders as appears anywhere. This course dissects Larrabee’s biographies and looks at James Stokesbury’s short history of the war to provide reference points and target sets.

EL 6238 Negotiation Theory and Application

2 Semester Hours

This interactive course develops a critical understanding of and ability to apply a set of essential conflict management tools. This course not only develops negotiation and mediation skills but also improves one’s ability to critically think about the processes that people, groups, and even nation-states go through to successfully resolve conflict. Consideration is given to cross-cultural factors, time constraints, negotiation styles and strategies, and assessment of involved parties. Topics include logical analysis, group problem solving, conflict management, and methods of persuasion. This course is built around faculty and guest presentations, mini lectures, research, application and assessment exercises, and seminar discussion.

EL 6239 Cross-Cultural Perspectives in Negotiations

2 Semester Hours

This course develops the understanding and skills needed to better negotiate conflict resolution between parties with cultural and/or organizational differences in their approach to negotiations and/or conflict management. Emphasis is placed on cross-cultural factors and their impact on the negotiating styles and strategies of the involved parties. Topics in the course include how different cultures view and use the concepts, processes, and intended results of a negotiation. This course is built around faculty and guest presentations, mini lectures, application and assessment exercises, and seminar discussion.

EL 6240 Overcoming the Fog of Culture: Tools for the Senior Warfighter**2 Semester Hours**

From Bagram to the Horn of Africa and Incirlik to Yokota, today's senior military leaders operate in culturally complex environments, working daily with host nation counterparts, nongovernmental organizations, international organizations, and civil society. A slew of recent guidance documents make it clear that culture is now a core war-fighting competency in the DOD. This places enormous expectations on senior officers to adapt their leadership and strategic skills. However, most force development efforts to date have focused on junior personnel and tactical/operational requirements. This elective helps fill this void, providing a concrete set of tools and perspectives to help senior officers provide the nation with effective global vigilance, reach, and power. Specific topics include the cultural observe, orient, decide, and act (OODA) loop; culture and strategic communication; working through interpreters; protecting cultural property; and more.

EL 6241 Just War: Classical Wisdom and Contemporary Conflict**2 Semester Hours**

Despite Clausewitz's famous dictum that "war is an act of force that can theoretically have no limits," political, military, religious, and social leaders do seek to restrain both the occasions for war and the means of fighting. Just war theory is useful for structuring the terms of debate about the justice and injustice of particular wars and tactics. Any question of significance to students (regarding ethics and war) will be fair game in this seminar.

EL 6244 Leading Change—Continuous Process Improvement for Strategic Leaders**2 Semester Hours**

This course is designed for highly motivated students who see the need for change in military organizations but question the direct applicability of business practices to the military context. In a leadership environment characterized by decreasing budgets, personnel shortages, and aging equipment, pressure to find efficiencies while improving effectiveness will only grow. Through the study of books and articles written by some of the most respected authors in the field, visual media, site visits, case studies, and classroom discussion, students will gain a practical understanding of techniques for successfully leading change. The course introduces the concepts of continuous process improvement (CPI) while avoiding a litany of Japanese terms (*gemba*, *andon*, *kaizen*, *heijunka*, *kanban*, etc.) or hours spent perfecting Balanced Scorecard PowerPoint

briefings. International Fellow resident diploma students receive audit status for this course.

EL 6310 Guns and Butter: International Economics and National Security **2 Semester Hours**

Economic factors are of great importance to the foreign and domestic policies of the United States and other countries. What are the United States' economic interests? Does the international economic system make the United States more or less secure? Will the economic growth of China, India, and other developing countries undermine the existing system of international economic management that was, in large measure, created by the United States? Are the political structures that regulate world financial and trading markets sufficient to manage crises, or are fundamental reforms required to provide sustained stability in international economic relations? This course examines the evolution and functioning of the major countries, institutions, and issues in the international economic system as a way of analyzing the relationship between international politics and international economics. The purpose of the course is to critically evaluate the current structure of the world economy and analyze whether it contributes to or undermines the long-term interests of the United States.

EL 6323 Peace and Stability Operations **2 Semester Hours**

This course focuses on the problems of planning, deploying, sustaining, and reconstituting forces in peace and stability operations, including stabilization/reconstruction/phase IV operations. In doing so, it examines the most important peace and stability operations of the past 15 years and the roles played by the military. The course addresses the strategic and operational decision-making and planning processes of the United Nations, the US DOD, regional organizations (including NATO), and coalition partners. The course also analyzes the force structure requirements, capabilities, and limitations of multinational, coalition, and joint forces in meeting security objectives, especially in the execution of peace and stability operations and postwar reconstruction.

EL 6331 Central Intelligence Agency (CIA) Roles, Missions, and Military Support (Classified, US Personnel) **2 Semester Hours**

To successfully craft national security policy, the US government requires intelligence—accurate, timely, relevant information and analysis—about current or projected threats to US national interests. The CIA's primary mission

is to support the White House by collecting, processing, analyzing, and disseminating strategic intelligence to support the policy process. The CIA supports other agencies and departments, including the DOD, across the spectrum of conflict. As the United States seeks to better integrate all elements of its national power, successful military leaders will need to understand the capabilities and limitations of intelligence to effectively use it in the planning and execution of joint, interagency, and coalition operations.

**EL 6341 Diplomacy and
Breakthrough Negotiations**

2 Semester Hours

This course will provide students in-depth and first-hand insights into the role of diplomacy in international relations, with emphasis on breakthrough negotiations. Cases covered will be mostly those in which negotiations were either a consequence of war or were connected to significant military deployments. The interplay between military and civilian roles and objectives will be a recurring theme—especially in these in-depth studies: (1) the Dayton Accords, (2) the Panama Canal Treaties, and (3) the US/Egypt/Israel Camp David Accords.

**EL 6351 Power, Freedom, and Conflict:
Foundations of International Politics**

2 Semester Hours

Contemporary conceptions of the state, democracy, human rights, the international system, and the appropriate goals of national security policy are the outcome of longstanding debates among the great thinkers in our political tradition. In this course students will read and discuss selected writings in political philosophy, history, and literature and practice applying them to contemporary approaches to international politics that have been introduced in Foundations of Security and National Security and Decision Making (NS-DM). Some of the questions to tackle include the following: (1) How does the political community educate good citizens? (2) And good soldiers? (3) Are they the same thing? (4) What is the proper goal or purpose of a political community? (6) Does it have a goal or purpose different from the goals or purposes of its members? (7) How do we reconcile conflicting goals and purposes? (8) Do these goals and purposes stay the same from age to age, or do they change? (9) Is there political “progress?” (10) Is there such a thing as a “state of nature?” (11) Can relations between different political communities ever transcend the state of nature?

EL 6416 Great Power Rivalries, Faulty Assumptions, and Strategic Dilemmas: Reexamining the First World War at Its Centenary

2 Semester Hours

The First World War offered a fascinating tableau of great power rivalries, alliance dynamics, and the drive toward escalation, coupled with a desperate search for new strategic and operational concepts once initial war plans failed disastrously. Focusing on strategic decision making, this elective will examine great power rivalries and the causes of war; the perils of inflexible war plans based on faulty assumptions; the expansion, intensification, and escalation of war; the search for strategic alternatives (Gallipoli, unrestricted submarine warfare); frontline morale, mutiny, and the home front; the final offensives; and war termination. Drawing upon core concepts from the FS course, the elective will analyze the difficulties of devising and implementing strategic concepts, the challenges of alliance and coalition warfare, and the difficulty of building a lasting peace once the fighting ends.

EL 6426 Group Research: Airpower Studies (Classified, US Personnel)

4 Semester Hours

This is a two-part seminar consisting of 20 instructional periods and will include students from AWC and ACSC. The first phase focuses broadly on readings, doctrine and discussions of airpower, national security, and military operations. The second phase continues with a more focused study and the development of research projects that meet the requirements of this research seminar, support the student's PSP for AWC, and assist larger USAF requirements.

EL 6463 Coalition Warfare in Grand Strategy

2 Semester Hours

Increasingly, one hears the lament that in times of conflict, coalitions cause more problems than they solve. Coalitions, we are told, can be kept to a bare minimum or eliminated altogether. However, the history of coalitions and of warfare suggests otherwise. This course challenges the notion that coalitions are the weaker form of organizing and conducting warfare. Rather, history shows that coalition warfare, when properly conceived and conducted, is the more powerful, flexible, and resilient form of warfare. Yet coalition warfare, for all its strengths, does bring with it numerous challenges and potential pitfalls of which the military professional must be aware.

**EL 6469 Ethics and the Legitimate
Use of Military Force****2 Semester Hours**

Values and perspectives help determine normative standards of human behavior, and these, in part, serve to influence individual and collective behavior. The course will examine a variety of ideological and philosophical perspectives and certain non-Western perspectives, including Islamic, Hindu, and classical Chinese perspectives concerning the legitimate use of armed force. Finally, these various perspectives concerning the legitimate use of armed force will be used as a basis for formulating individual beliefs and approaches about the decision to use armed force and the degree to which force should be limited in its application.

EL 6471 Development of Expeditionary Airpower **2 Semester Hours**

The US Air Force and a number of its closely allied airpower partners have considerable experience in the employment of air, and later air and space, power in an expeditionary role. Understanding through evaluation of how the operational and strategic concepts of employment developed is the focus of this course.

**EL 6472 Communicating for Effect:
Global Media Engagement Battlespace****2 Semester Hours**

Senior military leaders must understand the information environment; how it can be exploited for military gain; the statutory and policy limitations our government places on the exploitation of information and the mass communication mediums it passes through; what effects various public affairs actions, integrated into information operations, can generate on US citizens, allies, and adversaries; what measures must be taken to safeguard information and communication mediums; and how the evolving opportunities and challenges in the information environment affect military decision making. This elective provides a broad-brush approach to how military public communication—in particular, global media engagement—contributes to the exploitation of the information environment. This approach explains how the unique capabilities of joint public affairs operations contribute to achieving effects to ensure successful joint force employment.

EL 6476 Extended Deterrence**2 Semester Hours**

The Extended Deterrence course introduces students to the core concepts that comprise nuclear deterrence. However, instead of focusing largely on

American deterrence theory, doctrine, and policy, this course examines these aspects of American, British, Russian, French, Chinese, Indian, Pakistani, and North Korean deterrence thinking and action. This offers the opportunity to compare the differing strategic approaches of nuclear powers. This course is open to international students and is designed to build a foundational understanding of nuclear deterrence and the motivations of states as they pursue nuclear weapons programs.

EL 6477 War, Colonialism, and Revolution in Asian History:

East Meets West

2 Semester Hours

From the first interactions between the peoples of the Asia-Pacific region and Western powers, relations have been characterized by conflict and competition, by challenge and response. This course examines social and cultural phenomena that drove conflicts between Eastern and Western powers and how Western ideas played a role in the character and outcome of these wars. We will examine wars of colonization and the resulting revolutionary movements that emerged to overturn European colonialism. Conflicts under study will include the Opium War of 1842, the Boxer Rebellion of 1900, and the Taiping and Tay Son rebellions, along with more contemporary wars against colonialism in Vietnam, Malaya, and Indonesia. The course will also make a brief examination of revolutionary wars where Western ideas and actions in the region drove civil war and ideological genocides, such as the Khmer Rouge era in Cambodia. Finally, the course will explore the ways in which the colonial and postcolonial periods have influenced present-day foreign relations and security arrangements between the Asia-Pacific states and Western nations. As a whole, the course will draw strategic-level lessons to inform contemporary US policy in this vital region.

EL 6478 Group Research in Military History:

War and Society in America, 1860 to the Present

4 Semester Hours

Students in this two-term group research elective focus on the relationship between war and society in the United States in the modern era, with a particular focus on two core themes: (1) the relationship between the military and society in a postconflict environment and (2) the relationship of the military to social change. Both topics are of immediate concern to the US military, and student research projects enrich this conversation. Students conduct independent, original, and primary-source research on topics related to these themes and have the opportunity to present their research at the annual Society for Military History meeting. The course includes seminar instruction on the

relationship between war and society, as well as on research methods, historiography, writing, and presentation.

EL 6487 Strategy, Technology, and War **2 Semester Hours**

War is both a profoundly human and technological phenomenon. Innovations in weapon technology and employment can change the conduct and outcome of battle, with tremendous consequences for societies. At the same time, cultural, industrial, and bureaucratic factors in society shape the form and function of military technology. Consequently, the course is a focused study of the drivers of military innovation and change. The course analyzes the process of innovation and change at multiple levels: conceptual, societal, resource driven, organizational, and individual. While following a loosely chronological organization, the course will not cover military innovation and change during all periods and places. Instead, it incorporates 10 key books providing different perspectives and approaches to understanding military innovation as well as its intersection with national power and strategy.

EL 6515 Defense Acquisition: Providing Military Capability to the Warfighter **2 Semester Hours**

Defense acquisition is a political and administrative process by which the department converts material resources into military capabilities. This course will examine the basics of acquisition, including research, development, test, and evaluation (RDT&E), procurement, and life cycle support. It also will examine the intersection with the user community, as well as with industry and foreign states. As the acquisition system evolves continually, the course will study some of the internally and externally driven changes affecting the current process.

EL 6538 The US Marine Corps and the Development of Expeditionary Maneuver Warfare **2 Semester Hours**

This course is designed for non-Marine students desiring a greater understanding of expeditionary operations of the Marine Corps. The course will explore the historic (maritime) roots of the Marine Corps doctrine and its evolution into the modern concepts of expeditionary maneuver warfare, sea-basing, operational maneuver from the sea, ship to objective maneuver, and sustained operations ashore. The course will cover current service organization, structure, and Marine Air-Ground Task Force operations and conclude with

future operating concepts, focusing on the emerging antiaccess/area denial (A2/AD) threat.

**EL 6540 Air Mobility and the Defense
Transportation System**

2 Semester Hours

This elective provides students a better understanding of the current and evolving capabilities of mobility and the critical role it plays and will continue to play during peace, war, and operations other than war. During the course, class members will draw from historical references, student case study presentations, classroom discussion, and guest speakers to gain a better understanding of the evolution of mobility resources and capabilities, future directions in air mobility, and the impact on our current and future national security and military strategies.

**EL 6541 EL 6541 The Twenty-First
Century Navy**

2 Semester Hours

This is a team-facilitated course by US Navy faculty with backgrounds in naval aviation, undersea warfare and submarines, surface warfare, and expeditionary warfare designed for non-Navy students desiring a greater understanding of the US Navy contributions to the operational and strategic levels of warfare. The course will explore the historic roots of the US Navy's strategy, doctrinal development, and war-fighting capabilities. Students will be given instructional periods on US Navy history, strategic vision, operational initiatives, and full-spectrum capabilities in support of today's joint operations. The course covers current service organization, composite warfare structure, and ongoing operations and concludes with future operating concepts with a specific focus on emerging A2/AD threats. This course is highly recommended as a precursor to those students interested in EL 6538, The US Marine Corps and the Development of Expeditionary Warfare.

**EL 6542 Command and Control
of the Air Environment**

2 Semester Hours

This course is designed as a base-level introduction to past, current, and future issues confronting the joint force air component commander (JFACC). It is specifically intended for operators who may be assigned to a JFACC or joint air operations center (JAOC) staff. This course addresses the roles, operations, command relationships, and responsibilities of the JFACC in support of a joint force commander. It is not intended for experienced JFACC

or JAOC staff officers. A blue-ribbon panel of retired general officers whose expertise is in command and control and the application of air and space power will mentor students in this course.

EL 6543 America's Army **2 Semester Hours**

This course is specifically designed for non-Army students who want to gain greater understanding about the Army. The Army as an institution is explored with emphasis on organization, training, operations, and future challenges. Students will gain an awareness of Army culture and an appreciation for what the Army can provide to a regional combatant or joint task force commander. Lessons will cover Army force structure, capabilities, limitations, training, doctrine, operations, and future challenges. The course will have a field studies trip to Fort Benning, Georgia, where students will observe the Army's training organizations and discuss the effects as the Army transitions. The course culminates with a guest lecturer that will offer his or her perspective on organizational issues confronting today's Army and provide a distinctive view of leadership and training challenges.

EL 6544 Intelligence, Surveillance, and Reconnaissance Operations
(Classified, US Personnel) **2 Semester Hours**

The national intelligence community and the DOD have embraced a transformation strategy that rests on a foundation of modern high-performance intelligence, surveillance, and reconnaissance (ISR) capabilities. With the continuing challenges of worldwide operations, it is imperative that senior leaders have a clear understanding of how to effectively leverage national and DOD intelligence capabilities. The course focuses on ISR capabilities at the operational and strategic levels by critically examining what to expect and what not to expect from intelligence. Against the backdrop of ISR transformation, this course enhances senior-level leaders' decision-making abilities to critically analyze and integrate ISR capabilities for maximum impact.

EL 6545 Special Operations 101
(Classified, US Personnel) **2 Semester Hours**

This course provides an understanding of the organization, capabilities, and missions of US special operations forces (SOF) with particular focus on their support to the combatant commanders. It provides an awareness of the roles of the assistant secretary of defense for special operations and low-intensity conflict and the Joint Staff J-3 Special Operations Division. The course

analyzes the integration of joint SOF capabilities with conventional forces; looks at SOF equipment, training, and support; and considers mission employment, civil affairs, and psychological operations.

EL 6546 Total Force

2 Semester Hours

From the initial vantage point of a historical review of the ANG and AFRES, students engage in discussions surrounding the compelling issues affecting the total force today and through the next decade. Some suggest we will transition to a militia nation once again. What is the right force mix for the active and reserve components? The course will include a sprinkling of outside speakers, field visits, and teleconferences with the top leaders of the Air Reserve components. It will give students the opportunity to establish multidimensional views on the issues at hand.

EL 6547 Logistics of Waging War

2 Semester Hours

Forming the bridge between the nation's economic resources and its war-fighting forces, DOD logistics is "the process of planning and executing the projection, movement and sustainment, reconstitution, and redeployment of operating forces in the execution of national security policy." The purpose of logistics is to create, sustain, and deliver support for combat power. The challenge is to create the maximum combat effectiveness within the constraints imposed by our nation's resources. This elective examines lean thinking processes and logistics issues including acquisition, sustainment, and movement of forces that affect military, especially air, space, and cyberspace combat power.

**EL 6548 Intelligence, Surveillance, and Reconnaissance and
Cyberspace (Classified, US Personnel)**

2 Semester Hours

Access to cyberspace is increasingly critical to meet joint and allied requirements for freedom of maneuver in all domains. Evolving information systems technology has turned the cyber arena into a multidimensional attack space that extends the conventional landscape to a virtual domain where key economic and national security assets are exposed to significant threats. This course examines the role of ISR in cyberspace. It begins with an overview of ISR at the strategic level of war and an examination of the cyber threat dynamic—the environment, the threat, and the convergence of the effects of the cyberspace environment and the threat. It then discusses the legal issues associated with the cyber domain and concludes with an in-depth

examination of the three pillars of cyber operations: exploitation, defense, and attack.

EL 6551 Group Research: Deterrence and Nuclear Issues
(Classified, US Personnel) 2 Semester Hours

This two-term course includes students from AWC and ACSC who will examine an overarching deterrence- and nuclear focused research question throughout the course. Students will gain advanced knowledge of deterrence concepts, nuclear policy, and nuclear strategy and operations. Over the terms, the course will explore four core issues: (1) nuclear deterrence in concept and application since the advent of nuclear weapons; (2) the US nuclear enterprise (i.e., the components, organizations, and rules related to maintaining the competence and reliability of the US arsenal); (3) the global nuclear landscape (i.e., competing explanations of proliferation, how proliferation affects international stability, and the threat posed by nuclear terrorism); and (4) the process by which the Air Force operationalizes deterrence. Students will engage these topics through classroom discussions of relevant academic material, two field-study trips (typically Washington, DC and Albuquerque, NM), student presentations, and a nuclear war game.

EL 6554 Space Operations
(Classified, US Personnel) 2 Semester Hours

This course is for students with a minimal knowledge of space operations. It will address space issues from the perspective of all services as well as an international view. We will discuss the capabilities, limitations, vulnerabilities, and dependencies of all space systems and then analyze the command and control of space forces. We will assess how space systems affect US freedom of action in joint war fighting, including the integration of space in the domains of land, sea, air, and cyber. Students will assess current and future space systems.

EL 6564 Combating Terrorism:
A Whole of Government Approach 2 Semester Hours

Easier access to and use of more lethal forms of terrorism threaten the ability of nations to maintain the secure, stable environment essential to ensuring the well-being of their citizens. This course, sponsored by the Combating Terrorism Fellowship Program and the Joint Special Operations University, uses visiting faculty who are leading global experts in the field of combating terrorism and is primarily targeted to the international officers attending AWC. The course

examines the causes and contributing factors of terrorism by individuals and groups and the impact governmental structure and methods of governance within a country have on the use of terrorism. It also provides a framework within which a whole-of-government approach can be developed to improve a country's capability to combat terrorism.

EL 6582 Nonlethal Weapons: Support to Twenty-First Century Warfare and Homeland Defense **2 Semester Hours**

This course is a combination of integrated lectures, in-class exercises, and a range period that provides field commanders, staff planners, and those who support the war fighter with information on the utility and limitations of non-lethal weapons (NLW). It covers all NLW technologies being assessed, developed, and fielded by the DOD. Additionally, the medical, legal, ethical, political, and public perception issues are analyzed to provide students an appreciation for the planning factors that must be considered prior to employing NLWs.

EL 6590 Joint Land, Aerospace, and Sea Simulation (Classified, US Personnel) **4 Semester Hours**

The Joint Land, Aerospace, and Sea Simulation (JLASS) course focuses on the strategic and operational levels and is played by students from all senior-level colleges (SLC). JLASS follows the latest planning procedures using the full range of military operations set in the western Pacific, northern Africa, Southwest Asia, and the US homeland in the year 2021. In the distributed planning phase, students play from their own schools and develop options in response to multiple regional crises. They prepare campaign plans in coordination with other SLCs to support combatant commander objectives in the event of a major operation/campaign. JLASS culminates with a war-fighting exercise that brings SLC teams together at Maxwell AFB, Alabama.

EL 6596 Group Research: Cyberspace (Classified, US Personnel) **4 Semester Hours**

This is a two-part seminar consisting of 20 instructional periods and will include students from AWC and ACSC. The first phase focuses broadly on readings, doctrine and discussions of cyber power, national security, and military operations. The second phase continues with a more focused study and the development of research projects that meet the requirements of this research seminar, support the student's PSP for AWC, and assist larger USAF requirements.

**EL 6740 Chinese Aerospace Power
and Regional Security****2 Semester Hours**

China's leaders and strategists believe aerospace development should proceed in keeping with their nation's growing comprehensive national power. China's aerospace development, while still uneven, has been comprehensive in nature since the end of the Cold War. It is proceeding at a scale matched by no other developing country and at a pace matched by no other great power. Aerospace capabilities already undergird China's antiaccess strategy, which would challenge US presence and allies' security in the region. At the same time, Washington and Beijing share many common interests, including the desire to avoid war and promote domestic economic growth. For all these reasons, it is critical to US national security interests to understand the goals and trajectory of Chinese aerospace development. This elective will enable students to better understand the development of Chinese aerospace power in order to make the best policies toward constructive relations with China, if possible, and to safeguard US interests.

EL 6743 Globalization**2 Semester Hours**

This course will familiarize the student with the different trends that are under way in the globalization process and the ways they impact US grand strategy and national security interests. It examines globalization in several parts. First, it attempts to identify the scope of globalization. Second, it looks at specific trends in the globalization process—how the world is getting economically, technologically, and demographically integrated. Third, it examines the cultural impact of globalization. Lastly, it discusses the security implications of globalization for state actors.

EL 6747 Cultures of Violence**2 Semester Hours**

This course examines areas and activities around the world where chronic violence has created ungoverned spaces and anarchic behavior. The course examines weak states and the violence that can erupt in poorly governed spaces—for example, militia warfare, organized criminal groups, and traditional armed groups such as the pastoral warrior societies of East Africa. The seminar will also consider activities that flow from and to the cultures of violence, such as arms trafficking, resource theft, conduct of refugee communities, child soldiers, and trafficking in humans and drugs. The course will cover, among other topics, urban gangs in Latin America and Papua New Guinea; militias in Africa; tribal and ethnic groups in Yemen, Somalia, and Pakistan;

violence in Colombia; and organized crime in the Caribbean and Europe. This course is concerned with behavior, activities, and other areas that fall through the cracks when studying more formal state-on-state conflict. This seminar will investigate the messy and dangerous world where violence is endemic and has created its own environment of power politics, control structures, and aberrant economic activity.

EL 6749 China's Use of Force: Past, Present, and Future

2 Semester Hours

This course examines the ways China might use force to advance or protect its interests. It analyzes the logic of Chinese threat perception in the light of calculation or miscalculation of consequences, with particular attention given to the Taiwan situation.

Additional Events and Programs

National Security Forum. The National Security Forum (NSF) is an event sponsored by the secretary of the Air Force and hosted by AWC during the week before graduation. It is the capstone event of AWC's academic year. The NSF brings together approximately 125 civilian leaders with diverse backgrounds from locations throughout the United States to join with the AWC class. The primary objective of the NSF is a frank and candid exchange of views on national security matters among our invited guests, AWC students, and senior military and civilian leaders. The week is devoted to exploring the many issues that affect the current and future security of our country, focusing heavily on the role of air and space power as an instrument of national security. The forum's distinguished speakers, seminars, and social functions serve to broaden and solidify the participants' understanding of air and space power and national security issues.

Commandant's Lecture Series. The Commandant's Lecture Series generally includes two types of invited speakers: (1) senior governmental civilians (DOD, Department of State, Department of Homeland Security, etc.) and general/flag officers from the US government and allied countries; and (2) respected and recognized individuals from across society including such professions as industry, media, politics, entertainment, and sports. Senior governmental civilians and general/flag officers will engage students on some of the most challenging topics they will face as senior leaders, generally relating to their own current and previous governmental positions and leadership experiences. These senior leaders will also often include specific discussions

about their expectations of new senior leaders. The second category of speakers is designed to broaden students' experiences, exposing them to diversity of thought and providing additional tools for tackling the complex challenges of their future leadership roles. Speakers may engage the students on topics ranging from motivational stories of inspiration and perseverance to civilian organizational leadership, business success/failure, and stories of innovation.

Executive Leadership Feedback Program. The Executive Leadership Feedback Program (ELFP) offers a unique state-of-the-art program that uses a 360-degree multirater assessment (self-ratings compared to ratings by superiors, subordinates, and peers) and allows a comparison of how individual ratings measure up to those of other senior service college students. The ELFP also combines a detailed assessment of personality attributes arrayed with relevance toward strategic leader competencies (e.g., personality attributes related to negotiation, interpersonal leadership), as well as an assessment of team roles, and offers raters the opportunity to provide text comments for developmental purposes. An individualized, 104-page leadership assessment portfolio report is generated for each student, and one-on-one feedback is provided by a member of the ELFP who is certified to provide the feedback. The results are presented with the intent of enhancing self-awareness to focus and accelerate leader development in our students.

Language Programs. English as a second language (ESL) is taught by the IOS for selected international officers only and provides intensive work in the English language. US and international students may participate in language courses taught by the Defense Language Institute (DLI). These noncredit, non-graded courses are Arabic, Chinese, Dari, French, German, Russian, Spanish, and Swahili. Because these language courses are optional and not graduate level, they do not count toward the master's degree or AWC graduation requirements.

Master of Military Operational Art and Science Resident Program

Air Command and Staff College

Internet Address

<http://www.au.af.mil/au/acsc/>

Program Description. The Air Command and Staff College curriculum is designed to develop higher-order thinking within the context of the war-fighting

profession by challenging students to think critically and exercise a combination of analytical and practical tools required of field-grade officers serving in operational-level command headquarters staff positions. ACSC courses emphasize applying airpower in joint campaign planning and the operational art of war.

The primary form of instruction in the resident program is through seminars held in specially designed rooms featuring closed-circuit television, an array of multimedia equipment, and student access to a college-wide computer network and the Internet. Students receive more than 80 books to expand their professional knowledge and a personal laptop computer to keep track of the academic schedules, online reading assignments, examinations, research, and other writing requirements throughout the academic year.

Learning Outcomes. The ACSC Resident Program produces graduates who are able to

- lead and command in complex, dynamic, and ambiguous operational environments;
- apply military theory in general and airpower theory in particular to the development of operational-level strategies;
- plan for the integration and employment of joint forces at the operational level in whole-of-government operations across the spectrum of war and conflict;
- articulate capabilities and limitations of service and joint organizations in the conduct of war at the operational level;
- apply research methodologies and critical-thinking skills to analyze issues of concern to the war fighter and/or broader defense community; and
- forge professional relationships which facilitate efficient, effective, and collaborative accomplishment of assigned tasks.

Faculty. ACSC employs a blend of expert faculty members exceptionally qualified to accomplish its mission and goals. The college's unique mission requires a distinctive mix of faculty qualifications and credentials. Traditional civilian academics provide the depth and breadth of subject-matter expertise to guarantee the academic rigor of the college's offerings while simultaneously ensuring adherence to validated pedagogical theory and practice. Military officers contribute critical military and operational perspectives, as well as unparalleled currency and expertise, to the subject matters addressed.

Duration. The resident program consists of 10 months of graduate-level study. As the center for US Air Force intermediate developmental education (IDE) and as a joint-accredited institution for providing the first phase of joint professional military education (PME), ACSC annually educates approximately 500 students from all US military services, selected federal agencies, and international officers from over 60 different nations.

Eligibility. Air Force candidates who attend ACSC's resident program are selected in conjunction with their O-4 promotion boards. A central PME selection board, with major command input, selects the actual college class from these candidates based on their demonstrated potential for assignment to key field-grade command and staff positions. Sister-service O-4, O-4 select (or equivalent rank), and GS-12 and GS-13 government civilians are eligible to attend ACSC and are selected by their respective personnel systems.

Reference AFI 36-2301, *Professional Military Education*, and the ETCA website at <https://etca.randolph.af.mil> for additional information (ETCA course number: MACSC001).

Admission Requirements. To be admitted to the master of military operational art and science degree program, individuals must (1) present proof of academic capability either by holding a qualifying undergraduate degree from a regionally accredited college/university (US bachelor's degree or its equivalent) or by meeting academic credentials admission requirements through the portfolio admission process; and (2) provide an acceptable score on the Test of English as a Foreign Language (TOEFL), unless they are from an English-speaking country.

International students not meeting the admissions requirements for the master's degree program will be allowed to attend ACSC and, upon completion of the resident program requirements, will receive the ACSC resident diploma but will not be awarded a master's degree.

Graduation Requirements. Students fully admitted must complete the following 33-semester-hour ACSC resident program. Students must achieve a grade of "C" or higher on each academic course with an overall GPA of 3.00 on a 4.00 scale and demonstrate fully satisfactory participation in other scheduled ACSC programs and activities to earn the master's degree.

Syllabus

Course Number and Title	Semester Hours
OC 5510 Orientation Course	Non-Credit
LW 5510 Leadership and Warfare	3
LC 5510 Practice of Command	3
NS 5510 International Security Studies	3
WS 5510 Warfare Studies	3
AP 5510 Airpower Studies	3
JF 5510 Joint Forces	3
JP 5510 Joint Planning	3
JA 5510 Joint Air Operations	3
CS 5510 Regional/Cultural Studies	3
RE 5612 Research/Electives I	3
RE 5613 Research/Electives II	3
GE 5510 Gathering of Eagles	Non-Credit
Total	33

Note: Courses in the non-master's distance learning program may not be used to satisfy course requirements of the resident master's degree program.

Course Descriptions

OC 5510 Orientation Course

Noncredit

The Orientation Course provides an overview of the ACSC program for joint education; US Air Force educational methodologies, policies, curriculum, and research requirements; and key principles and concepts that students encounter throughout their academic experience. The program includes an introduction to small-group dynamics, communication and critical-thinking skills, the technology employed within the program, student responsibilities and requirements, and additional services that are available to enhance student success.

LW 5510 Leadership and Warfare

3 Semester Hours

The Leadership and Warfare course analyzes factors that guide the action of military leaders in establishing and maintaining an effective leadership environment. The course educates and inspires students to reach their full leadership potential through the study of great commanders and their conduct of

warfare and current problems of command in contemporary joint operations. Through these studies, students gain a unique understanding of the specific leadership challenges that leaders face in guiding people and organizations through crises and environments of change.

LC 5510 Practice of Command**3 Semester Hours**

The Practice of Command course allows students to reflect on their personal philosophy on the art and craft of command, honing that philosophy through interaction and the study of responsibilities and challenges unique to commanding an Air Force squadron. The course introduces students to the resources available to assist squadron commanders with their duties. It also stresses the importance of commanders melding their personal philosophies of command, the unique requirements of their situation, and the responsibilities to their service, mission, people, and themselves.

NS 5510 International Security Studies**3 Semester Hours**

The International Security Studies course provides a foundation for understanding the international security environment, its implications for the United States, and how the United States both shapes and responds to this environment. The course also examines the instruments of power (IOP) and how they are wielded by both state and nonstate actors to affect the international environment. In addition, the course examines the US national strategic decision-making process, examining how the actors and systems translate policy into action through the use of the IOPs.

WS 5510 Warfare Studies**3 Semester Hours**

The Warfare Studies course introduces students to the canon of military theory, focusing on issues such as the nature of war, the levels of war, the range of military operations, military strategy, and operational art. It looks specifically at traditional forms of warfare but also examines alternative forms such as guerilla warfare, insurgency, counterinsurgency, and terrorism. Through this study, students apply the lessons of military theory and their understanding of warfare to operational challenges facing both today's and tomorrow's US military.

AP 5510 Airpower Studies**3 Semester Hours**

The Airpower Studies course enhances students' understanding of military theory by introducing perspectives on war fighting with specific emphasis on

airpower. It looks specifically at the development of airpower and examines the organizations and strategies that have been involved in their employment. In addition, the course analyzes the role these elements might play in future operations.

JF 5510 Joint Forces**3 Semester Hours**

The Joint Forces course presents the joint and service doctrinal perspectives that guide joint force commanders and their staffs as they seek to achieve assigned theater security objectives successfully. The course provides an overview of joint force organizational structures, as well as the framework within which joint forces are created, employed, and sustained. It also examines each of the military services, exploring their capabilities and limitations. In addition, the course analyzes the ways in which joint force commanders integrate service and functional combatant command support to achieve success at the operational level of war.

JP 5510 Joint Planning**3 Semester Hours**

The Joint Planning course introduces students to the complexities and requirements of joint planning. Throughout the course, students study pertinent doctrine, as well as the joint operation planning process, analyze the challenges joint force commanders face in attaining unified action, and examine ways in which operational art and design are applied to achieve theater objectives. Additionally, the students examine planning considerations as they apply across the range of military operations. The course culminates with students applying what they have learned to create key elements of a campaign plan.

JA 5510 Joint Air Operations**3 Semester Hours**

The Joint Air Operations course introduces students to the people, processes, and products involved in planning, directing, and executing joint air operations in support of joint force commanders' campaign plans. The course focuses specifically on the important role of the joint force air component commander (JFACC), looking at the doctrinal responsibilities of that position, as well as the actors, processes, and products that comprise the JFACC's air and space operations center (AOC). Equipped with this understanding, students will analyze the employment of air and space power across the full range of military operations.

CS 5510 Regional/Cultural Studies**3 Semester Hours**

The Regional/Cultural Studies course uses case studies from five different regions. The course introduces cultural contextual factors and provides a framework in which students will discuss how culture motivates behaviors within the international security environment. The course enables students to grasp the important role that cultural competence plays in determining operational success. Students discover the unique ways in which their own cultural perspectives influence both their outlook and interaction with other societies. Through this experience, students come to understand the unique security challenges and opportunities posed by culture and how best to respond to ensure success.

RE 5612 Research/Electives I**3 Semester Hours**

The Research/Electives I program complements ACSC's core curriculum, providing an opportunity for students to investigate topics of particular interest in a rigorous fashion under the direction and guidance of a subject-matter expert. Through this program, students develop their ability to define an issue succinctly; conduct thoughtful, logical, and critical research and analysis; and create well-supported conclusions and recommendations of potential benefit to today's war fighters.

RE 5613 Research/Electives II**3 Semester Hours**

The Research/Electives II program complements ACSC's core curriculum, providing an opportunity for students to investigate topics of particular interest in a rigorous fashion under the direction and guidance of a subject-matter expert. Through this program, students develop their ability to define an issue succinctly; conduct thoughtful, logical, and critical research and analysis; and create well-supported conclusions and recommendations of potential benefit to today's war fighters.

EI 5510 Embassy Immersion Program**6 Semester Hours**

The Embassy Immersion Program is a special course taken in lieu of two of the core courses. It is designed to increase officers' interagency coordination capabilities within the expeditionary Air Force. Students will utilize the prerequisite ACSC language course and research paper as well as a one-week interagency trip to Washington, DC, to prepare for a five-week-long temporary duty in a US embassy abroad. During their time at the embassies, students will work host-nation issues within the political sections. Students will also

attend country team meetings to see how an ambassador runs his or her inter-agency team to carry out US policies in that country. The program cultivates a fundamental understanding of the embassy functions, environment, actors, and issues that support our national security objectives. It also provides career-broadening education, equips students with a solid foundation of embassy affairs, and provides the knowledge to critically examine current and future political-military operations and their application at the strategic and operational levels. After returning from the embassy, each student is required to turn in a paper and give a presentation about his or her embassy immersion experience.

GE 5510 Gathering of Eagles

Noncredit

The Gathering of Eagles (GOE) is a unique course that stimulates the study of air and space history. While at ACSC, the Eagles gather with students and participate in teaching interviews. These interviews allow students to understand their heritage and learn lessons about air and space leadership from those who shaped it. Research conducted by students in the GOE research seminar forms the basis for the content of this course.

Other Programs and Activities

ACSC conducts several activities that support the resident core curriculum and enrich the experience of its students and their families during the academic year. These programs are listed below.

Cross-Domain Operational Strategist Concentration. The Cross-Domain Operational Strategist Concentration is an advanced program open to a limited number of students that introduces the challenges associated with planning and executing operations across domains. The course explores the conceptual frameworks shaping campaigns and operations across six domains (air, land, sea, space, electromagnetic spectrum, and human) at the operational level of war.

Commandant's Speaker Series. These special presentations enhance the resident curriculum by giving students and faculty the opportunity to interact with distinguished leaders and experts across political, economic, and military environments. Speakers, past and present, include members of Congress, ambassadors, and top civilian and military leaders in the DOD.

International Officer Program. International officers have attended ACSC annually since 1946. During its history, the college has graduated more than

2,600 international officers from approximately 100 nations. Before attending this college, international officers attend a six-week preparatory course conducted jointly by the International Officer's School and ACSC. This course increases the officers' ability to speak and understand the English language while familiarizing them with the US Air Force organization and mission. During their stay, international officers participate in several field trips that supplement the curriculum objectives.

Embassy Immersion Program. Students enrolled in ACSC's Political-Military Affairs Strategist elective course may apply for the Chief of Staff of the Air Force Political Advisor (POLAD) Embassy Immersion Program. Selected students, currently seven to 10 from each class, are assigned by the CSAF/POLAD to work on the civilian side of US embassies and missions and in the DOS for five weeks during the spring semester. The students are matched with countries by the SAF/POLAD. They are deployed in the spring of the academic year, and after their return, they submit a short paper and give a briefing about their experience.

Athletic Program. The ACSC athletic program is designed to improve the quality of life for students and faculty by creating and sustaining an environment that promotes personal health, fitness, and professional growth. The program helps personnel to pass the fitness test on their first attempt and to instill a program that combines social interaction and team building with healthy competition. The athletic program includes competitive seminar and intramural sports. It also includes mandatory participation in school-scheduled sports activities by all 40 flights. Students and faculty compete in base intramural activities as well. They are required to engage in personal fitness/aerobic activities at least three times each week. ACSC conducts annual fitness testing in accordance with AFI 36-2905, *Air Force Fitness Program*.

Spouse Program. The Spouse Program helps to integrate resident student spouses into the ACSC experience. It offers many opportunities for spouses to learn, grow, and share this experience with students and faculty. In addition to various social events, this program acquaints spouses with the college's academic requirements, increases their awareness of current events and DOD issues, and provides opportunities for their personal growth and development. Participation is completely voluntary, and the spouses determine the program's scope and direction.

Master of Military Operational Art and Science

Online Master's Program

Air Command and Staff College

Internet Address

<http://www.au.af.mil/au/dlmasters.asp>

Program Description. The curriculum is designed to produce more effective officers serving in operational-level command or staff positions. The program fosters the development of higher-order thinking by challenging students to think critically about applying airpower in joint campaign planning at the operational level of war.

All three concentrations are separate from ACSC's traditional distance learning program. They are not an addendum to it. The Online Master's Program (OLMP) curriculum covers such topics as contemporary Air Force operations, national security, leadership, and joint warfare challenges and opportunities. Due to the level of work required, new students are allowed to take only one course each term; however, they may be approved to take two courses each term after they have successfully completed their first three courses. Each course requires 10 to 15 hours of work per week. Tuition is free, and there is no active-duty service commitment associated with the program; however, students incur the cost of required books, personal computer, and Internet connectivity. Additionally, students will require access to a common access card (CAC)-enabled system for registration and enrollment.

Students who work steadily should complete their master's degree in two years; however, students have up to five years to meet degree requirements. Due to the inherent flexibility of the program, student deployments, unique duty schedules, and job or personal demands while enrolled can be easily managed. Students can manage their course schedules to coincide with personal/professional commitments.

The courses are hosted on the Blackboard learning management system and are facilitated by adjunct instructors who have been selected, trained, reviewed, and credentialed by ACSC. Assessments are submitted online, and instructor feedback is returned to students to assist them in improving both their understanding of course materials and their communication skills.

Upon successful completion of the program, students earn an accredited master's degree in military operational art and science. The program was reviewed by the joint staff and received full joint professional military education (JPME) Phase I accreditation. More importantly, students can participate in a learning opportunity that is focused directly upon the needs of the modern war fighter—gaining knowledge and developing skills that will serve them in their current positions, throughout the remainder of their military careers, and once they leave the military.

Learning Outcomes. The ACSC OLMP produces graduates who are able to

- lead and command in complex, dynamic, and ambiguous operational environments;
- apply military theory in general and airpower theory in particular to operational problems across the range of military operations;
- plan for the integration and employment of joint forces at the operational level in whole-of-government operations across the spectrum of war and conflict;
- articulate capabilities and limitations of service and joint organizations in the conduct of war at the operational level; and
- apply research methodologies and critical-thinking skills to analyze issues of concern to the war fighter and/or broader defense community.

Faculty. The college employs a blend of expert faculty members exceptionally qualified to accomplish its mission and goals. The college's unique mission requires a distinctive mix of faculty qualifications and credentials. Traditional civilian academics provide the depth and breadth of subject-matter expertise to guarantee the academic rigor of the college's offerings while simultaneously ensuring adherence to validated pedagogical theory and practice. Military officers contribute critical military and operational perspectives, as well as unparalleled currency and expertise, to the subject matters addressed.

Duration. The academic program consists of 11 eight-week courses (seven core courses and four concentration courses) for a total of 33 semester hours of credit. Students have up to five years from the start date of their first course to complete the program. Although the typical student can complete the program in about two years, the program's rigor requires a significant time commitment to meet that goal.

Joint Warfare Concentration. The Joint Warfare Concentration is specifically designed to prepare majors for the increased leadership and joint duty responsibilities they will face as they progress through their careers in the USAF. Graduates of this concentration will receive credit for intermediate developmental education (IDE), JPME Phase I, and a master of military operational art and science degree.

Eligibility

- US Air Force: Eligible personnel include O-4-selects and O-4s on active duty or in the AFRES and ANG. Individuals who have a master's degree or who have completed IDE—to include ACSC—may apply. Individuals who have previously completed *both* a master's degree *and* IDE are ineligible.
- Civilians: Air Force civilians in grades GS-12 and GS-13 may be competitively selected to enroll in the program. Air Force civilians should contact their local civilian personnel office if interested in consideration.
- US Sister Service (Military): Sister Service applicants must meet the following eligibility requirements:
 - o Must be currently serving in the US Navy, US Army, US Marine, or US Coast Guard in the grade of O-4 or O-4 select.
 - o Must have a regionally accredited bachelor's degree.
 - o Individuals who have a master's degree or have completed IDE—to include ACSC—may apply. Individuals who have previously completed both a master's degree and IDE are ineligible.
 - o Applicants must submit a request via the following URL: <https://bbcrm.edusupportcenter.com> (Click on “Request Support” and “Submit a Ticket” assigned to “Air Command and Staff College.”)

Leadership Concentration. This concentration is specifically designed to prepare captains for the leadership responsibilities they will face as they progress through their careers in the USAF. The academic program consists of 11 courses (seven core and four concentration) for a total of 33 semester hours of credit. Students graduating from the leadership concentration will receive the master of military operational art and science degree and get a jump-start on their PME requirements.

Eligibility. Eligible personnel include only USAF active duty O-3s who

- have total active federal commissioned service of six or more years,

- have completed Squadron Officer School (SOS) (resident or nonresident), and
- do not have a master's degree.

There are limited opportunities for Guard and Reserve O-3s who meet all other requirements to participate in the Leadership Concentration. Contact the Guard or Reserve headquarters for more information.

Operational Warfare Concentration. The Operational Warfare Concentration is specifically designed to award 12 credit hours in operational warfare credit toward the OLMP program once students have completed the online application, are admitted to the program, and have completed the seven core courses. Students graduating from the operational warfare concentration will receive the master of military operational art and science degree and get a jump-start on their PME requirements.

Eligibility. Eligible personnel include only USAF active duty O-3s who

- have total active federal commissioned service of six or more years,
- have completed SOS (resident or nonresident),
- do not have a master's degree, and
- are post-January 2009 graduates of the Air Force Weapons Instructor Course (WIC).

Admission Requirements

- **Military:** Students can access enrollment information through the Air University Portal. Before applying, students must confirm that their official record accurately reflects all degrees earned. Refer to the Air Force Personnel Center (AFPC) website's education and training link to check official records. Contact AFIT/RRC (DSN 785-6234) to update this information.
- **Civilians:** Applicants must contact the Air Force Civilian Competitive Development personnel at AFPC/DPIF Civ ADP Workflow group box (can be found in the global). If you have any questions, please contact AFPC/DPIF or contact your functional career field team (CFT).

Graduation Requirements. To earn the master of military operational art and science degree, students must successfully complete student orientation and the 33-semester-hour program, earning a grade of "C" or higher on each academic course with an overall GPA of 3.00 on a 4.00 scale.

Note: Students failing to meet the graduation requirements above may, on a case-by-case basis, receive a program diploma but will not be awarded the master's degree. To be eligible for diploma consideration, students must, at a minimum, complete the seven core curriculum courses (AP 5510, LC 5510, JA 5510, JF 5510, JP 5510, NS 5510, WS 5510).

Syllabi

MAULDR010 Leadership Concentration Courses	Semester Hours
OC 5510 Orientation Course	Non-Credit
LW 5510 Leadership and Warfare	3
AP 5510 Airpower Studies	3
NS 5510 International Security Studies	3
WS 5510 Warfare Studies	3
CS 5510 Regional Cultural Studies	3
RE 5610 Research/Electives I	3
RE 5611 Research/Electives II	3
EL 5301 Expeditionary Leadership in Intercultural Environments	3
FO 5301 Foundations of Officership	3
OL 5301 Organizational Leadership	3
TL 5301 Team Building Leadership	3
Total	33

MAUWIC010 Operational Warfare Concentration	Semester Hours
OC 5510 Orientation Course	Non-Credit
LW 5510 Leadership and Warfare	3
AP5510 Airpower Studies	3
NS 5510 International Security Studies	3
WS 5510 Warfare Studies	3
CS 5510 Regional/Cultural Studies	3
RE 5610 Research/Electives I	3
RE 5611 Research/Electives II	3
OW 5302 Operational Warfare Studies*	12
Total	33

*Note: OW 5302 will not be awarded until all other academic courses are completed.

MACSC010 Joint Warfare Concentration Courses	Semester Hours
OC 5510 Orientation Course	Non-Credit
LW 5510 Leadership and Warfare	3
AP5510 Airpower Studies	3
NS 5510 International Security Studies	3
WS 5510 Warfare Studies	3
CS 5510 Regional/Cultural Studies	3
RE 5610 Research/Electives I	3
RE 5611 Research/Electives II	3
LC 5510 Practice of Command	3
JF 5510 Joint Forces	3
JA 5510 Joint Air Operations	3
JP 5510 Joint Planning	3
Total	33

Course Descriptions

OC 5510 Orientation

Course Noncredit

The Orientation Course provides an overview of the entire online master's degree program—including US Air Force educational methodologies, policies, curriculum, and research requirements—and key principles and concepts that students will encounter throughout their academic experience. The course includes an introduction to small-group dynamics, communication and critical-thinking skills, the technology employed within the program, student responsibilities and requirements, and additional services that are available to enhance student success.

LW 5510 Leadership and Warfare

3 Semester Hours

The Leadership and Warfare course analyzes factors that guide military leaders' actions in establishing and maintaining an effective leadership environment. The course also seeks to educate and inspire students to reach their full leadership potential by studying great commanders and their conduct of warfare and current problems of command in contemporary joint operations. Through these studies, students gain a unique understanding of the specific leadership challenges that leaders face in guiding people and organizations through crises and environments of change.

AP 5510 Airpower Studies**3 Semester Hours**

The Airpower Studies course enhances students' understanding of military theory by introducing perspectives on war fighting with specific emphasis on airpower. It looks specifically at the development of airpower and examines the organizations and strategies that have been involved in their employment.

In addition, the course analyzes the role these elements might play in future operations.

NS 5510 International Security Studies**3 Semester Hours**

The International Security Studies course provides a foundation for understanding the international security environment, its implications for the United States, and how the United States both shapes and responds to this environment. The course examines the instruments of power and how these are wielded by both state and nonstate actors to affect the international environment. In addition, the course examines the US national strategic decision-making process, examining how the actors and systems translate policy into action through use of the instruments of power (IOP).

WS 5510 Warfare Studies**3 Semester Hours**

The Warfare Studies course introduces students to the canon of military theory, focusing on such issues as the nature of war, the levels of war, the range of military operations, military strategy, and operational art. It looks specifically at traditional forms of warfare but also examines such alternative forms as guerilla warfare, insurgency, counterinsurgency, and other forms of warfare. Through this study, students apply the lessons of military theory and their understanding of warfare to operational challenges facing both today's and tomorrow's US military.

CS 5510 Regional/Cultural Studies**3 Semester Hours**

The Regional/Cultural Studies course introduces students to regional and cultural factors and discusses how these factors motivate actors within the international security environment. Through this course, students grasp the important role of culture in determining operational success. Students are also exposed to the unique ways in which their own cultural perspectives influence both their outlook and interaction with other societies. Through this experience, students come to understand the unique security challenges and opportunities posed by culture and how best to respond to ensure success.

RE 5610 Research/Electives I**3 Semester Hours**

The Research/Electives I course complements ACSC's core curriculum, providing an opportunity for students to begin investigating topics of particular interest in a rigorous fashion under the direction and guidance of a subject-matter expert. Through this program, students develop their ability to define an issue succinctly; conduct thoughtful, logical, and critical research and analysis; and create well-supported research proposals that will serve as the intellectual basis for the scholarly research papers produced in Research/Electives II.

RE 5611 Research/Electives II**3 Semester Hours**

The Research/Electives II course complements ACSC's core curriculum, providing an opportunity for students to complete investigating topics of particular interest in a rigorous fashion under the direction and guidance of a subject-matter expert. Through this program, students refine their ability to define an issue succinctly; complete thoughtful, logical, and critical research and analysis; and synthesize well-supported conclusions and recommendations that serve as the foundation for a scholarly research paper of potential benefit to today's war fighters. Research/Electives I (RE 5610) is a prerequisite for this course.

LC 5510 Practice of Command**3 Semester Hours**

The Practice of Command course provides an opportunity for students to reflect on their personal philosophy on the art and craft of command, honing that philosophy through interaction and the study of responsibilities and challenges unique to commanding an Air Force squadron. The course introduces students to the resources available to assist squadron commanders with their duties. It also stresses the importance of commanders melding their personal philosophies on command, the unique requirements of their situation, and their responsibilities to service, mission, people, and themselves.

JF 5510 Joint Forces**3 Semester Hours**

The Joint Forces course presents the joint and service doctrinal perspectives that guide joint force commanders and their staffs as they seek to achieve assigned theater security objectives. The course provides an overview of joint force organizational structures and the framework within which joint forces are created, employed, and sustained. It examines each of the military services, exploring their capabilities and limitations. In addition, the course analyzes

the ways in which joint force commanders integrate service and functional component command support to achieve success at the operational level of war.

JA 5510 Joint Air Operations

3 Semester Hours

The Joint Air Operations course introduces students to the people, processes, and products involved in planning, directing, and executing joint air operations in support of joint force commanders' campaign plans. The course focuses specifically on the importance of the JFACC, looking at the doctrinal responsibilities of that position and the actors, processes, and products that comprise the joint force air component commander's (JFACC) air operations center. Equipped with this understanding, students analyze the employment of air and space power across the full range of military operations. Joint Planning (JP 5510) is a prerequisite for this course.

JP 5510 Joint Planning

3 Semester Hours

The Joint Planning course introduces students to the complexities and requirements of joint planning. Through the course, students study pertinent doctrine and the joint operation planning process, analyze the challenges joint force commanders face in attaining unified action, and examine ways in which operational art and design are applied to achieve objectives. Additionally, students examine planning considerations across the range of military operations. The course culminates with students synthesizing what they have learned to create key elements of a campaign plan. This course is a prerequisite to the Joint Air Operations (JA 5510) course.

EL 5301 Expeditionary Leadership in Intercultural Environments

3 Semester Hours

The Expeditionary Leadership in Intercultural Environments course provides an understanding of regional factors that affect national foreign policy and explores global, regional, and cultural issues associated with participating in joint and coalition operations. It stresses the importance of cultural awareness and intercultural competence when dealing with the peoples of regions likely to require US military assistance. The course also examines deployment-specific leadership issues focusing on the warrior ethos, including mental and physical preparation, military bearing, and self-discipline.

FO 5301 Foundations of Officership**3 Semester Hours**

The Foundations of Officership course addresses followership, regarded as a critical element of leadership and officership, followed by an examination of skills related to effective spoken and written communication in the context of the twenty-first century Air Force. Through this course, students develop broad perspectives of current issues and associated tools aimed at enhancing professional competence beyond individual specialties; increase their value to their units by understanding and being able to apply interoperability; develop skills necessary to lead, follow, and manage; and become better wingmen who care for peers and subordinates alike.

OL 5301 Organizational Leadership**3 Semester Hours**

The Organizational Leadership course is designed to develop officer organizational and management skills to better support and lead change in complex institutional structures. The course focuses on basic organizational theory and communications, change management, strategies for continuous improvement, and resource stewardship. It enhances officers' ability to deal with the financial, informational, technological, and human resource issues that may affect mission capabilities, while utilizing appropriate methods to identify opportunities, implement viable solutions, and measure the impact of outcomes. Further, this course advocates a commitment to continuous improvement—necessary to ameliorate processes, products, and people—while meeting the needs of internal and external stakeholders to accomplish Air Force mission requirements efficiently.

TL 5301 Team Building Leadership**3 Semester Hours**

The Team Building Leadership course examines command from the perspective of officers in formal leadership billets. The course explores building leaders, motivation, force development, mentoring, organizational design and decision making, power and authority, morality and ethics, leading change, organizational culture, and communication. It examines the composition, function, and purpose of the flight in the context of the roles, responsibilities, knowledge, skills, and attitudes expected of officers in leadership positions. Academic content and practical examples are integrated with activities from operational fields to leverage officers' education, training, and experience to equip them with new or enhanced skill sets, including the ability to inspire, develop, and take care of diverse groups of individuals while leading them to mission success.

OW 5302 Operational Warfare Studies**12 Semester Hours**

The Operational Warfare Studies concentration provides credit for academic and practical instruction accomplished during completion of the Air Force's Weapons Instructor Course. OW 5302 credit will not be awarded until all other OLMP academic courses are completed.

Master of Science in Flight Test Engineering

USAF Test Pilot School

Internet Address

<http://www.edwards.af.mil/library/factsheets/factsheet.asp?id=6467>

Program Description. A typical day at the Test Pilot School (TPS) includes a combination of flying and academics. For the academics portion, there are four main subdisciplines taught by the USAF TPS Education Division: performance, flying qualities, systems, and test management. To assist in their studies at TPS, students are issued 18 bound and stamped textbooks for their use. Students also receive a notebook computer and accessories for use during the course. The USAF TPS portal is the online access point for students and staff for the entire curriculum taught at TPS. Housed on the portal are the most current slides for lectures, flight cards, virtual drop boxes for reports, and many other resources. The USAF TPS offers two classes each year.

Learning Outcomes. Graduates of TPS should have a thorough grounding in the following core competencies:

- **Diverse aerospace vehicle exposure.** The graduate will have flown different types of aerospace vehicles and flown/monitored various operational tasks to ensure a solid fundamental understanding of a broad range of military missions using rapid adaptability or unfamiliar aerospace vehicles and systems.
- **Flight test engineering.** The graduate will have sufficient math, science, and engineering skills to evaluate aerospace vehicle, system, and munitions design and apply academic theory, flight-test techniques, and modeling and simulation to successfully determine the specification compliance and military utility of the system under test.

- Flight test techniques (FTT). The graduate will be able to select, develop, understand, and execute the appropriate FTT to achieve a test objective.
- Flight test planning. The graduate will be able to comprehend and apply the test-management process to effectively plan and execute a flight test to include how to access and efficiently allocate test resources.
- Safety planning and risk management. The graduate will be able to consistently apply a test-safety process for identifying test-unique hazards and developing procedures to mitigate risk.
- Flight test execution. The graduate will be able to safely, effectively, and efficiently conduct a mission as part of a test team either on board the aircraft or in the control room.
- Data management. The graduate will be able to collect and analyze the data required to determine if an airplane or system meets mission requirements and/or specifications and the type, quantity, accuracy, and precision of the data required; how the data is to be collected and used; and the type of data analysis to be used.
- Flight test evaluation. The graduate will be able to apply knowledge and skills gained through critical thinking by analyzing, synthesizing, and evaluating test results to reach substantiated conclusions and recommendations.
- Flight test reporting. The graduate will be able to effectively communicate in written, oral, and graphical form to clearly document test and safety planning and test accomplishments and deficiencies and to assess their mission impact.
- Integrated test teaming. The graduate will have an understanding of the acquisition life cycle and know where test and evaluation (T&E) fit into the process; know how to apply governing regulations, directives, and requirement processes for developing a test program; and know how to build an integrated, multidisciplinary test team of development and operational personnel from the military, government, and contractors.

Faculty. TPS faculty members hold a master's, a doctoral, or an equivalent degree in their fields of academic expertise. The breadth, depth, and diversity of their expertise are enhanced by the fact that the faculty includes terminally credentialed field-grade or senior officers and civilian scholars.

Duration. 48 weeks.

Eligibility. The following are the current requirements enrollees must meet to be eligible for a slot at the USAF TPS.

Table 1. Eligibility Requirements for Curricula

Curricula	Time in Service (at class entry)	Education	Experience (at class entry)	Physical Qualification	Clearance
Experimental test pilot	Active: TAFCS (Guard and Reserve: TFCSD) Fewer than 9 years and 6 months (10 years and 3 months for helo pilots)	BS in engineering, mathematics, or physics (see paragraph F for other acceptable degrees and required remediation). Minimum GPA of 3.0 on a 4.0 scale.	Pilots on extended active duty (EAD) and not in suspended flying status. Minimum of 12 months as an aircraft commander in a manned major weapon system (MWS). Pilots must also be either qualified IPs in their manned MWS or Single pilot MWS—at least 750 hrs total time. Dual pilot MWS—at least 1000 hrs total time. Note: 250 hrs of manned non-MWS time may be included in total time.	Annual flying class II	Secret
Experimental test combat systems officer	Fewer than 9 years and 6 months	Same as above	Combat systems officers (CSO) must be qualified instructor CSOs in an MWS or have at least 500 hours total time in their MWS. Total time excludes student time.	Annual flying class II	Secret
Experimental test remotely piloted aircraft (RPA) pilot	Fewer than 9 years and 6 months	Same as above	RPA pilots must be qualified instructor in their RPA MWS or have at least 750 hours total time. Note: 250 hours in a manned MWS may be included in the total time.	Annual flying class II	Secret
Experimental flight test engineer	Active: TAFCS (Guard and Reserve: TFCSD) Fewer than 8 years	Degree requirements same as above. Technical master's degree is highly desired.	On EAD with a minimum of 2 years' experience in one of the following AFSCs: 13XX, 14NX, 21AX, 21CX, 21LX, 21MX, 33SX, 61SX, 62EX, or 63AX (Civilians: minimum 2 years' experience in T&E). FAA flying certifications or military flying is highly desired.	Annual flying class III	Secret
Short Courses	(Eligibility is determined independently for each short course.)				

Note: The term combat systems officer includes rated navigators, electronic warfare officers, and weapon system operators.

Admission Requirements. Admission to the USAF TPS is extremely competitive. In addition to Air Force personnel, civilian, Navy, Marine Corps, and allied nation personnel are encouraged to apply for these programs. Refer to AFI 99-107, *Test Pilot School*, for application details.

Graduation Requirements. The USAF TPS curriculum is designed to grant a master of science degree in flight test engineering at the end of a 48-week course. Students are required to take the 13 offered courses to graduate. This is a total of 50 credit hours for the 48-week course. Each of the four phases consists of three or four main lecture courses. Along with these courses, there are allocated laboratories or simulator work and flights. A student must be in good standing and satisfactorily complete all academic tests, oral and written reports, and curriculum flying missions and complete the comprehensive written and oral evaluations. Students must achieve a grade of “C” or higher on each academic course with an overall GPA equal to 3.0.

Syllabus

Course Number and Title	Semester Hours
PF 6000 Fixed-Wing Aerodynamics	3
PF 7000 Performance Data Standardization	3
PF 8000 Performance Optimization	3
FQ 6000 Aircraft Flight Mechanics	4
FQ 7000 Flight Control Design/Analysis	4
FQ 8000 Handling Qualities Evaluation	4
FQ 9000 Envelope Expansion	4
SY 6000 Mission Systems Fundamentals	3
SY 7000 Individual Mission Systems	3
SY 8000 Integrated Mission Systems	3
TM 6000 Test Planning and Reporting	4
TM 9000 Test Management Project	9
QE 5100 Qualitative Evaluation Program	3
Total	50

Course Descriptions

PF 6000 Fixed-Wing Aerodynamics **3 Semester Hours**

This course contains academic theory lectures for introduction to aerodynamics, compressible aerodynamics, and cruise performance. This theory is the basis of flight and aerodynamics for fixed-wing aircraft. The flight-test techniques included in this course are mission director, aerodynamic modeling, cruise data, fighter performance check ride, and high and low lift-over-drag ratio.

PF 7000 Performance Data **3 Semester Hours**

This course consists of pilot statistics, modeling and simulation, and propulsion. These courses form the basis for atmosphere-measuring devices on aircraft and different thrust-generating devices for aircraft. The flight-test techniques for this course consist of tower fly-by, pacer/survey/global positioning system (GPS), and the propulsion demonstration.

PF 8000 Performance Optimization **3 Semester Hours**

This course consists of takeoff, landing, and energy. These areas demonstrate the equations needed for normal flight and departure from flight. The flight-test techniques for this course consist of takeoff and landing, C-12 level accelerated/turn, level accelerated/saw tooth climb, turn performance, and multiengine performance final check ride.

FQ 6000 Aircraft Flight Mechanics **4 Semester Hours**

This course consists of unaugmented equations of motion, trim, and stability. It provides a basic overview of the flying qualities of flight testing. The flight-test techniques for this course include C-12 longitudinal static stability/maneuvering flight demonstration, LJ-24 variable stability system (VSS) introduction and longitudinal demonstration, C-12 lateral-directional stability, LJ-24 VSS lateral-directional demonstration, and T-38 dynamics demonstration.

FQ 7000 Flight Control Design/Analysis **4 Semester Hours**

This course consists of an understanding of aircraft linear control systems as applied to aircraft. Students will learn basic linear analysis techniques and how to evaluate a control system's performance as related to piloted and unpiloted aircraft.

FQ 8000 Handling Qualities Evaluation**4 Semester Hours**

This course consists of stall, departure, and spin failure state (engine out) tests. It demonstrates the qualities and testing of an aircraft departing from normal, straight, and level flight. The flight-test techniques for this course consist of glider spin demonstration, T-38 stall demonstration, T-38 handling qualities demonstration, C-12 engine out demonstration/data, KC135 engine out demonstration/data, F-16 departure demonstration, F-16 departure data, and T-38 departure chase.

FQ 9000 Envelope Expansion**4 Semester Hours**

This course consists of an overview of flying qualities testing, configurations for flying qualities testing, taxi testing, first flight flying qualities testing, flying qualities envelope expansion testing, handling qualities evaluation, one-flight evaluations of flying qualities, stores certifications, and structures. It previews the types of flying accomplished during a typical test program. The flight-test techniques consist of F-16 limit cycle oscillation, multiengine flying qualities demonstration, KC-135 ground school, glider flying qualities demonstration, C-12 first flight check ride, F-16 handling qualities demonstration, F-15 check flight phase (CFP)/asymmetric stores demonstration, AT-38B CFP check ride, and F-16 structures check ride.

SY 6000 Mission Systems Fundamentals**3 Semester Hours**

This course is designed to provide students with the tools to succeed in the higher level courses. Students will first learn about human factors and apply their knowledge to a T-38 cockpit evaluation. Later, students will learn many of the math and physics concepts common to topics such as communications, radar, and electronic warfare. Students will learn how to use systems documentation and MIL-STD-1553 data analysis to plan, execute and report an avionics test.

SY Individual Mission Systems**3 Semester Hours**

This course provides the individual mission systems knowledge. Systems such as voice communications, navigation, electro-optic/infrared (EO/IR), radar, displays, and weapons are taught from a federated/standalone approach. Theory, mission application, test methodologies, and case studies are included in each topic and provide the foundational education for evaluating integrated systems.

SY 8000 Integrated Mission Systems**3 Semester Hours**

This course is designed to integrate physics and system specific knowledge from the 6000 and 7000 levels. Academics will focus on integrated systems, such as tactical datalinks, electronic warfare, sensor fusion, and RPAs. The 8000 level events include an integrated systems ground test, an electronic warfare (EW) lab, sorties on the F-15E and ASTARS systems trainer aircraft, as well as system evaluation practical exams for pilots (F-16), flight-test engineering (FTE) (control room), and RPA/CSO (MQ-9).

TM 6000 Test Planning and Reporting**4 Semester Hours**

This course consists of the test management phase introduction, probability and statistics, test conduct, intermediate test and evaluation, test management, unit safety officer training, test article modification planning, design of experiments (DOE), all-weather testing, deficiency reports, and executive test and evaluation. These courses demonstrate the proper planning and execution procedures for flight testing. Also, this course contains the USAF TPS reports program, initial flight reports, technical report formatting, and the DOE project.

TM 9000 Test Management Project**9 Semester Hours**

The test management projects are customer-funded flight-test projects performed by teams of four to six students with guidance from the USAF TPS staff. The customer provides the research concept or the part that is to be flight-tested and funds specialized support of major aircraft modifications. The USAF TPS provides the test aircraft, which are normally Air Force flight test center assets. The USAF TPS also funds minor aircraft modifications and the cost for flight hours of testing and evaluations. Using flight-test data, USAF TPS students reduce the data, conduct data analysis, and provide a defense technical information center-ready technical report for the customer at the end of the process.

The comprehensive written exam, students are tested on major concepts from each of the four main phases of the USAF Test Pilot School curriculum: performance, flying qualities, systems, and test management. The exam for each phase lasts approximately 1 hour.

The comprehensive oral exam, students are tested on their ability to respond to a selected flight test scenario. They are to use critical thinking to develop a plan in 45 minutes to evaluate a subject aircraft/system. They must consider resources, aircrew, schedule, and technical/safety build up. They must then

present their plan to the review board comprised of three to six USAF TPS instructors and be able to justify and answer questions related to their plan.

QE 5100 Qualitative Evaluation Program

3 Semester Hours

As future flight testers, USAF TPS students must graduate with a broad range of knowledge of flying and testing aircraft. An important part of the USAF TPS curriculum is the qualitative evaluation program. Throughout the USAF TPS course, students are given the opportunity to fly and test several types of aircraft. They learn to apply basic flight test and data collection techniques to investigate unique aircraft attributes in unfamiliar aircraft. The “final exam” for the qualitative evaluation program is the capstone qualitative evaluation. Students use their experience from previous qualitative evaluations for a more detailed investigation over one or two flights in an unfamiliar aircraft. Students select their own flight test techniques based on what they have learned at the USAF TPS to properly evaluate qualitative and quantitative flight test data with respect to aircraft type and mission.

Additional Programs

Field Trip. Students visit other bases to perform qualitative evaluations on the F-15D Eagle, F-15E Strike Eagle, SH-60 Seahawk, F/A-18 Hornet, U-2, A-10, and other aircraft not available at Edwards AFB, California. Students also may visit a foreign test center to perform qualitative evaluations on their available aircraft. Foreign test centers visited in the past include those located at Empire Test Pilot School (Boscombe Down, United Kingdom) and L'école du Personnel Navigant d'Essais et de Réception (France), and in Italy, Brazil, India, Germany, Spain, and Sweden.

PROFESSIONAL MILITARY EDUCATION CERTIFICATE PROGRAMS

Air University's (AU) professional military education (PME) schools prepare junior, mid-career, and senior commissioned officers, non-commissioned officers, selected civilians, and select international officers for progressively more responsible positions through the US Air Force and the Department of Defense (DOD). All colleges, schools, and programs operate within the framework of the Air Force continuum of education, a coordinated and integrated educational system that links curricula across AU so that each college, school, and program builds on the education provided at the previous level. AU PME courses are available for officers through Air War College (AWC), Air Command and Staff College (ACSC), Squadron Officer College (SOC), and the International Officer School (IOS). Enlisted PME courses are available through Airman Leadership Schools, Noncommissioned Officer Academies, and the Senior Noncommissioned Officer Academy.

Air War College Distance Learning

Internet Address

http://www.au.af.mil/au/awc/dl_main.aspx

Program Description. The AWC distance learning (DL) program is a senior developmental education program. The curriculum consists of an orientation course, one elective, and four core courses. The orientation course is completed first, followed by the elective. The core courses should be completed in the following order: Foundations of Strategy (FS), International Security Studies (ISS), Warfighting (WAR), and Joint Strategic Leadership (JSL). All elective and core course requirements must be completed within 60 months of initial enrollment. Extensions may be granted with an e-mail from the student's rater.

In addition to the orientation course, elective, and core courses, we also have an "Alpha" course. This course was created to provide learning, navigating, and test-taking tips to assist students as they proceed through the AWC DL program. It is not a graded course and is available in our "keys to success" tab.

Learning Outcomes. The AWC DL program produces graduates who are able to

- illustrate the skills required to lead successfully at the strategic level in a joint and coalition environment and distinguish the requirements for the proper strategic employment of airpower capabilities;
- identify the elements of successful military strategies which, in concert with other instruments of national power, achieve national security objectives; and
- critically analyze complex political-military issues and clearly articulate strategic thought from a joint perspective.

Faculty. DL military faculty members are experienced career officers who have served in various specialties. DL civilian faculty members provide continuity and typically serve beyond the tenure of the military faculty. All faculty members have at least a master's degree and are graduates of a senior developmental education program.

Duration. Students are enrolled in the DL program for 60 months. All course material must be successfully completed in this time period. The time a DL

student takes to complete the program depends on such factors as official duties, deployments, and other time commitments. Students are encouraged to set realistic goals to proceed through the AWC distance learning program at a reasonable pace. Completing one lesson each week allows the student to graduate in about 20 months.

Eligibility.

- **Military.** The list includes O-5 selects and above. Persons may be active duty, Air Force Reserve (AFRES), or Air National Guard (ANG); sister-service active duty, Guard, or Reserve; or Civil Air Patrol (CAP). Refer to AFI 36-2301, *Developmental Education*, 16 July 2010, for guidance.
- **Civilian.** Civilians may be federal civil service employees in the grades of GS14/15 or comparable grade, or lab/demo employees in grades DRIII/IV.
- **International.** International applicants must be an O-5 select or higher. International officers must request enrollment via the Air Force Security Assistance Training (AFSAT) program office. Refer to AFI 36-2301, *Developmental Education*, 16 July 2010, for guidance.

Enrollment. Military personnel should enroll in AWC DL via the Air University Student Information System (AUSIS). AUSIS can be accessed through the Air Force Portal, using the Air University Portal link under the Education/Training/Force Development category. Eligible civilian personnel must contact AWC DL to enroll. International students will be enrolled by AWC DL once approved by AFSAT and acknowledged by AU/CFRR.

Completion Requirements. Students must complete each course, with a final test score of 70 or better for each course, to graduate and receive program credit.

Syllabus

Course Number and Title	Lessons	Contact Hours
FS 42A Foundations of Strategy	13	57
ISS 42G International Security Studies	27	96
WAR 42E Warfighting	15	57
JSL 42F Joint Strategic Leadership	15	48
EL 42D Electives Program (one required)	51	45
Total	116	303

Note: Courses taken in the DL program may not be used to satisfy course requirements for the resident program.

Course Descriptions

The DL program includes the core curriculum and an elective. The core curriculum consists of four courses: FS, ISS, WAR, and JSL. Additionally, students must complete one elective before beginning their first core course.

FS 42A Foundations of Strategy

57 Contact Hours

The FS course develops senior leaders who can ethically develop and evaluate strategy in the pursuit of national interests. This foundation is laid by examining various theorists' concepts and how they have been applied to conflicts throughout history and to today's military operations. The course pays special attention to strategy development for the venues of air, space, and cyberspace and to the impact of airpower on national and military strategy. Foundations of Strategy will serve as the foundation for further study in other courses examining the national security decision-making process and the application of military power as a means to attain national objectives.

ISS 42G International Security Studies

96 Contact Hours

The ISS course assesses the role and impact of civil-military relations, the interagency process, Congress, and public opinion in policy development and execution. It also discusses leadership as it pertains to organizational changes facing the national security decision-making community, as well as bureaucratic politics and organizational culture and the impact of individuals on national security decision making. The course examines a range of global security issues and regions of strategic importance.

WAR 42E Warfighting

57 Contact Hours

The WAR course prepares senior leaders to deploy, employ, and control joint forces across the spectrum of conflict. The course emphasizes the employment of air, space, and cyberspace forces as they contribute to the joint, combined, or coalition environment in support of the National Military Strategy. The course assesses the best ways to present, plan, and control military forces as they serve the needs of combatant commanders. It presents the strategic implications of America's past experience with (and current expectations of) emerging asymmetric war-fighting concepts. Finally, the course describes the friction between joint and service operational concepts as applied to the employment and control of air, space, and cyberspace power.

JSL 42F Joint Strategic Leadership**48 Contact Hours**

The JSL course prepares the student with competencies and awareness needed to move from tactical and operational leadership levels to strategic leadership. The course examines senior leadership competencies required to be successful in today's complex, multicultural expeditionary war-fighting environment. The course is based on two key assumptions: first, the student is already a successful leader, but the challenges the student will face in the future will be significantly different from those faced in the past; second, the student can significantly improve his or her competence in areas vital to success. The course challenges students to develop a vision, expand their critical analysis and creative thinking skills, improve their communication skills, expand their capacity for executive decision making, and refine their capability for leading change. In addition, the course focuses on acceptance of responsibility, accountability, command, moral values, and awareness of the strategic environment in order to meet strategic and senior leader challenges involved in leading large, complex organizations.

EL 42D Electives Program**45 Contact Hours**

All students must complete one elective before enrolling in the first core course. The Electives Program's major objective is to enhance and complement the core curriculum by providing opportunities to achieve greater depth and breadth of understanding in issues of special interest.

Coercive Airpower

Should the United States bomb a country to coerce it to give up its nuclear program? What would such a strategy look like? How likely would it be to work? How would you know? This course gives the student the tools to answer such questions and understand and evaluate airpower strategies—and the opportunity to produce one for this purpose. The course addresses the intellectual foundations of airpower strategy, focusing upon how the threat or use of airpower can achieve political objectives. The course will discuss theoretical concepts surrounding coercion, the intellectual history of coercive airpower strategies, and ways these strategies can be used in anticipated and actual conflicts. Students will also evaluate the strengths, weaknesses, triumphs, and disappointments of these strategies in theory and practice.

Counterinsurgency (COIN) and Military Support to Security, Stability, Transition, and Reconstruction (SSTR)

This course examines the challenges posed by irregular warfare in today's environment with an emphasis on insurgencies and reconstruction. America has historically preferred to conduct conventional large-scale operations against foes structured similar to itself. It has been much less enthusiastic about conflict at the lower end of the spectrum, although, ironically, such operations have occupied much more of its time and attention than conventional operations.

Intelligence, Surveillance, and Reconnaissance (ISR) for the Warfighter Course

The national intelligence community (IC) and the DOD have embraced a transformation strategy that rests on a foundation of modern ISR capabilities. With the continuing challenges of warfare in the twenty-first century including declining budgets, it is imperative that military leaders have a clear understanding of how to leverage national and DOD intelligence capabilities to maximize both efficiency and effectiveness of available resources. The past decade has seen an exponential increase in the demand for timely, accurate, and actionable ISR. As such, military leaders must understand the inner workings of the ISR enterprise to ensure available ISR assets are effectively employed to meet service, joint, national, allied, and coalition requirements. Also, changing operational environments and the ever-increasing demand for ISR require that leaders be adaptive and seek creative methods to maximize available, but limited, resources.

Cross-Cultural Communications

Today's warfare is defined by culture, and an intimate understanding of culture's effects on human behavior is crucial to mission success. Everyone who performs a job in a cross-cultural environment (which we see now is almost any environment) needs to understand not only the mission but also the potential effects of cross-cultural interaction. Appropriate cross-cultural communication (CCC) training and education will reduce the negative effects of culture shock, stereotypes, and ethnocentrism, all of which impact mission effectiveness. In our daily lives, we don't interact with cultures; we interact with people. The CCC field exists in order to improve such interactions and to predict the cultural dynamics that impact them. Thus, CCC teaching and research clarify certain cultural complexities by offering a variety

of concepts and skills designed to assist in the process of building and maintaining relationships across cultures.

Negotiations in the Military Environment

This course is designed to better equip military leaders with the ability to apply negotiation skills to the military and US government operational and workplace environment. Even in a hierarchical and well-defined military organization, negotiation is a normal and daily process. Furthermore, today our political and military leaders demand that we operate successfully in more nontraditional and cross-cultural environments. This course enhances senior leader negotiation skills and improves their mission effectiveness across many environments. As a distance learning program, it follows a logical path to expose students to the negotiation process. Students will learn about conflict resolution and its impact on the modern military. They will also study how military leaders practically apply negotiation skills.

Several lessons will cover the basics of negotiation theory and the impact of trust, power, and information on the negotiation process. This will be enhanced by a look at basic skills for negotiation, the most important of which is communications. Students will also examine other aspects of dispute resolution within the military environment. One critical area for review will be the ethics of negotiation. Finally, the course explores negotiations in a cross-cultural environment—providing a short exposure to a very complex process. This course is an interesting survey of the military negotiation process and will encourage senior leaders to learn even more as they face the daily challenges of military leadership.

Space/Cyber Operations

This course focuses on military applications of space and cyberspace systems, including capabilities, limitations, dependencies, and vulnerabilities. Space and cyber policies, law, and doctrine establish the guidelines for using space and cyberspace; each has a unique environment that places limits on its use. The course provides an understanding of current space and cyberspace systems and how they support the war fighter, as well as an understanding of the issues facing senior leaders in applying space and cyber power. The readings will include background information on their characteristics, limitations, organizations, missions, functions, and contributions to war fighting. This elective will not make you a space and cyberspace expert and is particularly designed for personnel who are neither space and missile operations specialists

nor cyber personnel. However, it will give you keen insight into the fundamental issues impacting contemporary military space and cyberspace operations.

Air Command and Staff College Distance Learning Nonresident IDE–Online

Internet Address

http://www.au.af.mil/au/acsc/DistanceLearning/distance-learning_pg1.asp

Program Description. The college's curriculum is designed to produce a more effective field-grade officer serving in operational-level command or staff positions. The courses emphasize applying airpower in joint campaign planning and the operational art of war. Students explore national security issues, strategy and war theory, airpower history and theory, expeditionary Air Force force-employment concepts, and the capabilities and limitations that the US Air Force and its sister services contribute to joint force commanders.

All curriculum is web based and accessed through the Blackboard learning management system. In addition to readings, the program includes a variety of computer-based interactive learning activities and exercises and leverages social media tools to enable peer-to-peer interaction and learning. Self-paced study is enhanced by a national security paper and three multiweek, collaborative, online facilitated seminars.

The program's student-centered approach for learning is focused on measuring a student's ability to think critically, analyze, and apply knowledge, often to real-world situations. During the facilitated online seminars, students have the opportunity to engage with peers and instructors and discuss and debate the ideas presented in the curriculum, contributing to overall mastery of the course and higher-order thinking.

Specifically, the learning environment within each self-paced course block includes lesson narratives, reading materials, videos, lesson progress checks, computer-based interactive learning activities, and/or "game-like" exercises designed to enhance the students' leadership and command skills and educate the students on planning, generating, and employing air and space forces in support of a joint force commander's mission. An orientation course introduces students to the online learning environment and familiarizes them with the web tools available for engaging peer-to-peer interaction. Completion of

each previous self-paced course block is a prerequisite for students to register for the associated facilitated online seminar.

Learning Outcomes. The ACSC Distance Learning 6.0 Program produces graduates who are able to

- critically analyze leadership and command skills required to lead in complex, dynamic, and ambiguous operational environments;
- apply military theory in general and airpower theory in particular to operational problems across the range of military operations;
- plan for the integration and employment of joint forces at the operational level in whole-of-government operations across the spectrum of war and conflict; and
- articulate capabilities and limitations of service and joint organizations in the conduct of war at the operational level.

Coursework Requirements. Courses taken in this distance learning (DL) program may not be used to satisfy course requirements of the ACSC resident program or the ACSC Online Master's Program (OLMP).

Faculty. The college employs a blend of expert faculty exceptionally qualified to accomplish its mission and goals. Its unique mission requires a distinctive mix of faculty qualifications and credentials. Traditional civilian academics provide the depth and breadth of subject-matter expertise to guarantee the academic rigor of the college's offerings while simultaneously ensuring adherence to validated pedagogical theory and practice. Military officers contribute critical military and operational perspectives, as well as unparalleled currency and expertise, to the subject matters addressed.

Duration. Students have four months to complete each of the seven core self-paced courses and the orientation course in addition to the facilitated courses offered once a month. The program should take students approximately seven to 12 months to complete. Students have a maximum of five years to complete the program. If a student does not complete the program in five years, he or she must obtain an ACSC program extension request signed by his or her commander for re-enrollment consideration.

Eligibility. The program is offered to US active duty, Reserve, and National Guard majors, major-select, and their equivalents from all services. DOD civilian

employees in the grade of GS-12, GS-13, or nonappropriated fund (NAF) 4/5 with a bachelor's degree may also enroll. Civil Air Patrol (CAP) officers serving in the grade of major or above may also enroll in the DL program. International applicants for the programs must be majors-select or higher or equivalent-grade civilian employees of the military department of a country or international organization assigned to a DOD billet. International officers may enroll through the Foreign Military Sales training sponsorship program.

Reference AFI 36-2301, *Professional Military Education*; the ACSC public website, http://www.au.af.mil/au/acsc/DistanceLearning/distance-learning_pg1.asp; and the ETCA website at <https://etca.randolph.af.mil> for further information.

Enrollment. Students will be enrolled in ACSC upon verification of identity in the AUSIS at <https://ausis.maxwell.af.mil>. They remain enrolled through completion, provided they stay in good standing.

Graduation Requirement. Students must receive a passing grade for each course.

Curriculum Summary Version 6.0

MACSC003 Curriculum Areas	Contact Hours
00030O Orientation and Introduction	6
00030A Leadership and Command	24
00030B Applied Leadership and Command	15
00030C National Security Simulation	21
00030D Applied National Security	9
00030E Warfare Studies	24
00030F Airpower Studies	24
00030G Applied Warfare	15
00030H Joint Forces	30
00030I Joint Planning	30
00030J Joint Air Operations	30
00030K Applied Joint Warfare	21
Total	249

Course Descriptions for Version 6.0

00030O Orientation and Introduction

6 Contact Hours

The Orientation and Introduction course prepares students for success in the DL program. The course highlights program policies, procedures, and expectations and orients students to the program structure and curriculum delivery methods. It also provides the opportunity for students to experience the look and feel of the program by exploring three areas that are essential to both academic and professional success: critical thinking, cross-cultural competence, and writing. By participating in this course, students will develop the requisite knowledge, skills, problem-solving ability, and study habits to successfully navigate and complete ACSC's online program.

00030A Leadership and Command

24 Contact Hours

The Leadership and Command course equips students with the knowledge and tools necessary to help them lead in today's dynamic environment. The course is centered on the concept that leadership and command abilities can be improved through self-assessment/reflection, dedicated study, and adaptability. Phase I of the course focuses on Air Force organizational leadership competencies and subcompetencies across the personal, people/team, and organizational levels of leadership. Phase II explores the unique experience and responsibilities of command by introducing practical applications of leadership competencies, advice, and supporting resources that will aid future commanders in the performance of their duties. The course concludes with a written assignment that requires personal reflection, interaction with a senior mentor, and an analysis of a significant leadership and/or command challenge.

00030B Applied Leadership and Command

15 Contact Hours

The two-week Applied Leadership and Command course provides the opportunity to apply leadership concepts, competencies, and command principles presented during the self-paced Leadership and Command course. This course requires students to reflect upon their personal leadership/command philosophy, to learn from the experience of senior mentors and peers, and to apply what they have learned to a variety of leadership challenges. Throughout the course, students will analyze multiple complex, dynamic, and ambiguous situations and discuss the leadership and command skills required to address them.

00030C National Security Simulation**21 Contact Hours**

The National Security Simulation course provides the opportunity to explore today's complex and dynamic national and international security environment. The course emphasizes international relations theories, national security strategies, actors, and processes, as well as the effective use of national instruments of power (IOP). During the course, students will participate in a virtual National Security Council environment and accomplish four missions that require a comprehensive analysis of the international environment and the development of recommendations based on US policy, strategic/operational limitations, and optimum integration of IOPs. Completion of the course will provide students insight into how US policy makers develop ends, ways, and means to respond to evolving security environments and will prepare students for the follow-on Applied National Security assignment.

00030D Applied National Security**9 Contact Hours**

The one-week Applied National Security course is a nonfacilitated course in which students demonstrate mastery of the concepts presented in the National Security Simulation self-paced course. Students will write an essay in which they analyze factors surrounding the development and implementation of national security strategies in a complex, dynamic international environment. Upon completion of their assignment, students will submit their final product for grading.

00030E Warfare Studies**24 Contact Hours**

The Warfare Studies (WS) course introduces students to the canon of military theory, focusing on the fundamental concepts of war such as the nature and levels of war, military strategy, operational art, civil-military relations, and just war theory. Beyond the traditional study of warfare in its conventional form, this course examines alternative forms of warfare such as guerilla warfare, insurgency, counterinsurgency, and terrorism. Through this study, students will be prepared to apply the lessons of military theory and their understanding of warfare to the operational challenges facing the US military in the present and the future.

00030F Airpower Studies**24 Contact Hours**

The Airpower Studies (AP) course enhances students' understanding of military theory by introducing perspectives on war fighting with specific emphasis on airpower. According to Air Force Doctrine Document (AFDD) 1,

Air Force Basic Doctrine, airpower is defined as “the ability to project military power or influence through the control and exploitation of air, space, and cyberspace to achieve strategic, operational, or tactical objectives.” This course looks specifically at the history and development of airpower and examines the organizations and strategies that have been involved in its employment. In addition, the course analyzes the role these elements might play in future operations.

00030G Applied Warfare**15 Contact Hours**

The two-week Applied Warfare course is a capstone course that requires the application of concepts learned in the WS and AP courses in a collaborative, instructor-facilitated online environment. The course requires students to be familiar with the concepts previously presented in WS and AP in order to intelligently discuss current issues and historical cases with their classmates and instructor. Additionally, students must be able to synthesize these concepts to develop a critical analysis of a proposed future conflict scenario.

00030H Joint Forces**30 Contact Hours**

The Joint Forces (JF) course provides a foundation for understanding the nature, purpose, and capabilities of joint forces. It accomplishes this by broadly examining “the services”—how they fit into the joint organizational structure and what they believe about themselves through their doctrine. The course then explores concepts central to bringing service forces together in the conduct of joint operations, including organizing principles, command relationships, joint force hierarchy, and support and interaction from external agencies. The course concludes with a joint-task-force-building exercise designed to incorporate many of the core elements of the course.

00030I Joint Planning**30 Contact Hours**

The Joint Planning (JP) course introduces students to the complexities and requirements of joint planning. Throughout the course, students will study pertinent doctrine and the joint operation planning process, analyze the challenges joint force commanders face in attaining unified action, and examine ways in which operational art and design are applied to achieve objectives. Additionally, students will examine planning considerations across the range of military operations. The course culminates with students synthesizing what they have learned to create and analyze key elements of a joint campaign plan.

00030J Joint Air Operations**30 Contact Hours**

The Joint Air Operations (JA) course introduces students to the people, processes, and products involved in planning, directing, and executing joint air operations in support of joint force commanders' campaign plans. Areas of emphasis also include such pivotal topics as targeting, air-to-ground operations, space and nuclear operations, and information and cyberspace operations. Equipped with this understanding, students will analyze the employment of airpower across the full range of military operations.

00030K Applied Joint Warfare**21 Contact Hours**

The three-week Applied Joint Warfare course is a capstone course that requires the application of concepts learned in the JF, JP, and JA courses in a collaborative, instructor-facilitated online environment. The course requires students to conduct research and to analyze compelling issues, challenges, and opportunities associated with the current and future employment of joint forces at the operational level of war. Additionally, students will conduct an analysis of a previous joint operation to synthesize lessons learned and their potential impact on future operations.

Squadron Officer School Resident Program

Internet Address

<http://www.au.af.mil/au/soc/>

Program Description. The Squadron Officer School (SOS) program is a five-week, resident company grade officer (CGO) professional military education (PME) course targeting 4-to-7-year Air Force captains, select civilians of appropriate grade, and select international officers. The post-graduate level curriculum covers the PME five core learning areas (leadership, the profession of arms, warfare studies, communication, and international security studies). Throughout the SOS program, students apply what they have learned through field exercises, introspection, and reflection in order to ascertain the impact of their leadership, followership, and problem-solving skills on individual and team success.

SOS builds upon knowledge and skills imparted through precommissioning, professional experience, and other training and education opportunities to

deliver CGOs who comprehend and embrace the service's core values and the ethics and principles of officership that are distinct to the profession of arms and service in the US Air Force. SOS emphasizes personal, team, and organization leadership. In equipping its students with theory, doctrine, and practical experiences SOS empowers them to seek and capitalize on leadership opportunities through which they instill in themselves, their subordinates, peers, and units the goals of mission success and organizational excellence. Instruction is illustrated and reinforced through the measured use of examples from military history as well as current events and doctrine.

In support of its leadership emphasis, SOS students learn to comprehend and value the capabilities and limitations of the US armed forces, the USAF in particular. SOS students are also alerted to the unique challenges inherent in today's international security environment. Students will communicate effectively, both formally and informally, through the spoken and written word, conveying their ideas and instructions logically, in a manner that informs, motivates, and inspires subordinates and peers alike.

The 128-hour curriculum accomplishes the SOS program outcomes by evaluating students on the entire spectrum of the full-range leadership model, as well as the five core learning areas. Students learn about their personal leadership skills and demonstrate not only how they fit into the Air Force but also how their service supports joint, national, and international operations.

Learning Outcomes. The SOS resident program produces graduates who are able to

- operate on the commander's intent, using the full range of leadership behaviors to achieve mission success;
- make decisions that reflect the Air Force core values and the shared values of the profession of arms;
- demonstrate effective leadership in conditions of surprise and uncertainty; Articulate the contributions of all instruments of national power to national security and the security environment;
- forge professional relationships to build teams and facilitate teamwork; and
- think critically about the impact of airpower and warfighting principles in military operations.

Faculty. The SOS resident program is developed, maintained, and supervised by doctoral-qualified faculty members in association with select Air Force officer instructors, academic program managers, and curriculum developers. The curriculum is delivered by select Air Force officer instructors trained by the Squadron Officer College's faculty development program in theories and principles of adult education.

Duration. The SOS program is delivered in 24 academic days.

Eligibility. The SOS program targets all active-duty captains with at least four but less than seven years total active federal commission service (TAFCS), USAF Reserve, and Air National Guard captains or captain selects; select GS 9–12 (and equivalent) civilians with two years of Air Force civil service experience; and a limited number of international officers.

Reference AFI 36-2301, *Developmental Education*, and the ETCA website at <https://etca.randolph.af.mil> for additional information (ETCA course number: MSOS001).

Completion Requirements. Students must complete the course graduation requirements as outlined in the course syllabus.

Syllabus

MSOS001 Program Areas	Contact Hours
Profession of Arms Studies	25
Warfare Studies	20
Leadership Studies	39
International Security Studies	10
Communication Studies	27
Administration	7
Total	128

Program Area Descriptions

Profession of Arms Studies

25 Contact Hours

The profession of arms curriculum requires students to build upon their earlier education and experience wrestling with issues of ethics and accountability and what it means to serve as a professional military officer. They ex-

plore the unique requirements of officership in light of today's unrestricted communications environment and the high trust and confidence the public places in its military professionals. Students will delve more deeply into the Air Force core values, establishing linkages to leadership and communication.

Warfare Studies**20 Contact Hours**

At this level, students build upon what they know of the Air Force to begin exploring joint force organizations and operations. Emphasis remains primarily at the tactical level of war fighting; however, it is couched within the context of larger campaigns and major operations.

Leadership Studies**39 Contact Hours**

The primary leadership team for the Air Force is the flight; therefore, the focus of leadership studies at SOS is on the flight command level. Coverage at the primary level should be focused on providing tools officers need to build and lead small teams and serve as dynamic followers. Instruction should be focused on concepts and philosophies officers can use to improve individual leadership skills and adjust their leadership style to the situation, task at hand, and the abilities of followers. Opportunities will be provided for officers to apply techniques learned.

International Security Studies**10 Contact Hours**

The international security studies curriculum provides the strategic context for the course. The international security emphasis at SOS is on those aspects of the international security environment that shape US military operations, planning, and force shaping. Students are exposed to national strategy documents and the international relations paradigms that influence national security decision making and determine how their tactical expertise and operations are linked to national security objectives. Students will also address the cultural dimension that underpins international communications to become more sensitive to cultural differences that can stymie communications and operational effectiveness.

Communication Studies**27 Contact Hours**

Communication studies within the course are focused on imparting communication tools that officers can use to apply their leadership skills most effectively. Emphasis is placed on techniques, efficiency, critical thinking, and building and delivering effective arguments and constructive feedback.

Students also study the many means that Airmen have to inject their opinions and stories into the very public media environment and the strategic consequences of their actions.

Administration and Electives

7 Contact Hours

Administration events focus on the dissemination of critical information, assignments, and feedback sessions with the faculty.

Squadron Officer School Distance Learning Program

Internet Address

<http://www.au.af.mil/au/soc/msos003.asp>

Program Description. The SOS DL program provides students with the intellectual fuel to enhance their leadership skills through the study of five core areas organized into four online courses: three self-paced courses and one instructor-facilitated course. The content is parallel to material presented in the SOS resident program, which is specifically developed for company grade officers (CGO) as they prepare to assume increased leadership responsibilities. These courses are based on Air Force and joint developmental education requirements from Air Force Policy Directive (AFPD) 36-26, *Total Force Development*, Chairman of the Joint Chiefs of Staff Instruction (CJCSI) 1800.01D, and the *Officer Professional Military Education Policy (OPMEP)*, respectively, for program content and learning outcomes.

Learning Outcomes. The SOS DL program produces graduates who are able to

- describe the challenges of leading Airmen in a dynamic, resource-constrained environment;
- understand the application of introspection and theoretical leadership constructs as leadership tools;
- identify the responsibilities of an Air Force officer leading Airmen at the flight/team level;
- describe systematic approaches to decision-making and continuous process improvement; and

- summarize the broad capabilities and roles airpower plays in joint and coalition operations to achieve national objectives.

Faculty. The SOS DL program is developed, maintained, and supervised by doctoral-qualified faculty members in association with Air Force officer curriculum developers and professional instructional systems designers. All assignments and online discussions are facilitated and scored by experienced instructors who also teach in the SOS resident program.

Duration. Students must complete the entire program within 18 months of their initial enrollment date. During this 18-month period, students must study all course materials; schedule and pass proctored exams; complete, submit, and pass any required assignments; and participate in online discussions. While there is no requirement to complete given exams or assignments within a specified time frame, all course activities must be completed in sequence and then scored and recorded in AU databases within the 18-month period. The first three courses, 00022A, 00022B, and 00022C, are self-study and conclude with proctored exams at test control facilities. Because students may not always be afforded their first choice for the scheduled four-week, instructor-facilitated term (course 00022D), they should plan to complete the first three courses while allowing adequate time to schedule and complete the fourth course within 18 months of enrollment.

Eligibility. Effective 31 July 2014, per changes contained in Air Force Guidance Memorandum to AFI 36-2301, *Developmental Education*, the eligibility criteria for distance learning has changed. Active Duty line officers are prohibited from enrolling in the SOS DL course until 7 years TAFCS.

1. Active Duty LAF-J, HC and NC officers are prohibited from enrolling in SOS DL until 3 years' time-in-grade as a captain.
2. Active Duty MSC and BSC officers are prohibited from enrolling in SOS DL until 2 years' time-in-grade as a captain.
3. Active Duty MC and DC officers may enroll in SOS DL on or after their date of rank to captain.
4. Guard and Reserve officers may enroll in SOS DL upon their selection to captain.
5. Federal civilian employees in the grades of GS-9, DCIPS PB2, and NAF 3/4 and above who possess regionally-accredited baccalaureate degrees and who have completed their probationary periods (that is, have finished one year as federal employees) may enroll, according to AFI 36-2301, Table 6.

6. Sister Service officers in the grade of O-3 may enroll.

Completion Requirements. Students must complete the self-study course requirements (courses 00022A, 00022B, and 00022C) with scores of at least 70 percent. The minimum score for completion of course 00022D is 80 percent.

Syllabus

MSOS00022 Courses	Contact Hours
00022A Communication and International Security Studies	68
00022B Leadership	36
00022C Warfare and Profession of Arms	66
00022D Integration and Application	23
Total	193

Course Descriptions

Communication and International Security Studies 68 Contact Hours

This course combines communication studies and international security studies in a process-purpose pairing. The process-purpose construct as presented in this course is applicable to the individual, team, organizational, and national levels of interaction. For this course, we consider the purposes that deal with the security of the nation in the international security environment, for which good communication skills are critical.

Leadership 36 Contact Hours

This course develops the foundational pillars for successful Air Force leadership. Introspection, followership, full-range leadership styles, and associated behaviors are presented as tools to hone professionalism, humility, self-control, and personal discipline and lead to successful mission accomplishment. Further, problem-solving, decision-making, and process skills improvement are recommended additional tools that contribute to reliable data analyses, informed decision-making success, and anticipation of second- and third-order effects. The study of social leadership acumen is provided to develop advanced skills in accountability, diversity, team building, coaching/mentoring, and leadership/counseling. Lessons at the strategic level provide a macro view for developing leaders. Finally, resource management, strategic tools, strategic thinking, and

leading change in organizations are addressed as key areas for organizational success and, ultimately, mission accomplishment.

Warfare and Profession of Arms

66 Contact Hours

The Warfare and Profession of Arms course deals with how company grade officers conduct themselves and lead others as warriors and Airmen in the conduct of air operations. Students learn how their unique profession stresses the importance of keeping themselves and their people physically, mentally, and spiritually well to accomplish the mission. Additionally, course materials explain how Air Force core values and Airmanship form the basis of ethical conduct, which is manifest in part through the military justice system. Students also learn the tools of their trade, to include how Air Force doctrine guides the application of airpower through the service's roles, functions, and mission. Because the Air Force is just one part of the joint fight, students learn how sister services operate by themselves and with the Air Force, as well as how joint planning concepts synergistically employ all services in accomplishing mission objectives.

Integration and Application

23 Contact Hours

In this course, students work independently and in groups on a variety of projects designed to demonstrate their content mastery of the preceding three courses. These projects include developing personal biographies and development plans as well as analyzing journal articles. Students provide feedback to their peers prior to the submission of projects to instructors at Air University for review and scoring. Online forums with discussion questions are available for student response and comment. For this course, students must select their four-week instructor-led DL section.

Airman Leadership School Resident Program

Internet Address

<http://www.au.af.mil/au/barnes/>

Program Description. The Airman Leadership School (ALS) CCAF-affiliated course consists of 192 hours of resident classes. Each student earns 9 hours of undergraduate credit upon successful completion of the course.

ALS is the critical foundation for enlisted professional military education (EPME) and development. Airman Leadership School focuses on developing leadership skills required of first-line supervisors and reporting officials. ALS enhances the development of senior Airmen by strengthening their ability to lead, follow, and manage while gaining a broader understanding of the military profession. Students attending ALS experience the course through guided-discussion, experiential, and case study methodologies. These methodologies enable students to share ideas and experiences while they work together to achieve various educational objectives in a collaborative classroom setting. Formative exercises are an integral part of the ALS curriculum and serve as feedback tools for the student and instructor. Summative objective and performance evaluations are used to determine whether students achieve the educational requirements and objectives outlined in the program. Students must accomplish lesson objectives using criteria outlined in the program curriculum, including those pertaining to supervisory skills, leadership, fitness, uniform inspections, and drill and ceremonies.

ALS is conducted at 69 active-duty Air Force bases worldwide and one ANG base located in the United States. More than 350 ALS instructors facilitate a dynamic and rigorous standardized curriculum. The program is student-centered, and the curriculum is designed to around the various types of adult learners. The curriculum also develops students' professionalism and critical-thinking skills.

Learning Outcomes. ALS produces graduates who are able to

- perform first-level supervisory tasks/responsibilities and use effective leadership principles to lead individuals and work teams.
- apply appropriate verbal, written and listening skills to communicate effectively as a first-level supervisor, team leader, and manager.
- demonstrate professional military attributes such as image and bearing, and use progressive discipline to reinforce appropriate behaviors.
- explain basic military capabilities and Air Force enterprise perspectives.
- demonstrate the embodiment of Airman culture (i.e., ethical leadership, followership, warrior ethos, self-development).

Faculty. The ALS faculty are required to have an associate's degree (or fall within one year of completion) and must complete the Enlisted Professional Military Education Instructor Course (EPMEIC) before assignment to an

EPME school or academy. Faculty must complete a 180-hour internship during their first year of assignment at their respective schools.

Duration. The ALS program is delivered in 24 academic days. Most schools conduct eight classes each year.

Eligibility. Refer to AFI 36-2301, *Developmental Education*, for ALS eligibility criteria. Visit the ETCA website at <https://etca.randolph.af.mil>.

Syllabus

YALSXXX Instructional Area Titles	Course Hours
Profession of Arms	32
Warfare Studies	5
Leadership Studies	50
International Security Studies	3
Communication Studies	73
Course Capstone Case Study	4
Objective Exercises/Evaluations	14
Collateral Curriculum	11
Total	192

Instructional Area Descriptions

Profession of Arms

32 Contact Hours

This course offers a study of the military as a profession and the characteristics of the culture that separate the uniformed service from the society it serves. It focuses on distinctive knowledge, exclusive group coherence, career structure, and the Airman's role in society. The course also addresses core values, discipline, ethical leadership, dress and appearance, oath of enlistment, drill and ceremonies, emergent leadership issues (substance abuse, sexual assault prevention, wingman concept, etc.), accountability, and the warrior ethos.

Warfare Studies

5 Contact Hours

This course provides a study of the military instrument of national power. This core area develops an understanding of the nature of war and the art of employing military power across the spectrum of operations. War fighting

includes people, roles and missions, doctrine, strategy, force structures, and joint operations, along with the domains of land, sea, air, space, and cyberspace supporting national security objectives.

Leadership Studies**50 Contact Hours**

This course develops and inspires the human dimension from an individual to an organizational level. Broad categories in this area include leadership concepts, supervision skills, evaluation systems, and functions of management such as resource stewardship, continuous process improvement, diversity, and group dynamics. In addition, change management, problem solving, followership, team and coalition building, safety, and time management are included throughout the course.

International Security Studies**3 Contact Hours**

This course develops an understanding of the nature and functioning of the international system and the strategic environment. Broad categories in this core area include contemporary problems and issues and global vigilance. Emphasis is placed on nonmilitary instruments of power and how they affect global, regional, and national security conditions. Global, regional, and cultural awareness is integrated.

Communication Studies**73 Contact Hours**

This course helps students develop an understanding of and ability to apply principles of effective communication (speaking, listening, writing, researching, communicating nonverbally, negotiating, and thinking critically). Broad categories in this core area include interpersonal communications, cross-cultural communications, and the attendant processes and networks for communication.

Course Capstone Case Study**4 Contact Hours**

The Capstone Case Study gives students opportunities to see how concepts and principles they have studied throughout the course apply to simulated situations. In theory, students who demonstrate mastery of course concepts and principles are able to transfer their knowledge to the work center and, thus, with practice become more effective managers and leaders.

Objective Exercises/Evaluations**14 Contact Hours**

A pretest is used as a tool to assess the student's knowledge on lesson principles prior to instruction. Academic Affairs uses the results from this pretest as an

indicator of how much learning occurred. The formative exercise presents a series of new problem scenarios to the student. The student will make decisions and apply the lesson principles he or she has learned to these situations. Following the two-hour exercise, the instructor will spend the remaining three hours conducting remediation with the students. The summative evaluation presents a series of new situations designed to evaluate student mastery of principles taught. Following the two-hour evaluation, the instructor will spend the remaining three hours conducting remediation with the students. The summative course retest is for students who failed the summative evaluation. Students who fail to meet the minimum passing score on the retest will have two hours of test remediation prior to the commandant convening an academic review board (ARB). Following the ARB, the students may be given a final chance to meet the academic requirement by taking a two-hour post-ARB retest.

Collateral Curriculum

11 Contact Hours

The collateral curriculum is time given for the course introduction, student surveys, administration, and commandant time.

Airman Leadership School Distance Learning Program

Program Description. Airman Leadership School Distance Learning Program (ALS DLP) is a CCAF-affiliated course consisting of 168 hours. Each student earns eight hours of undergraduate credit upon completion of the course.

The program focuses on leadership skills required of supervisors and reporting officials throughout the Air Force. The ALS DL program enhances the development of senior Airmen by strengthening their knowledge about leadership, followership, and management while they gain a broader understanding of the military profession. The ALS DL program is a voluntary paper-based, self-study course administered by AU. The program consists of two sets: set one contains three volumes, and set two contains two volumes. This program is designed to provide professional development to enlisted military members at a specific and critical point in their career. Students must review the *Air University Catalog* frequently during their enrollment to ensure compliance with any changes in administrative policies. Two closed-book end-of-course examinations (one per set) in the ALS DL program are administered at a

designated/authorized test control facility located on almost every military base. Successful completion of the ALS DL program results in college credit from the CCAF.

Learning Outcomes. The ALS DL program produces graduates who

- comprehend leadership and management principles to supervise and lead work teams as a first-level supervisor.
- comprehend verbal, written, and listening skills to communicate effectively as a first-level supervisor, team leader, and manager.
- comprehend profession of arms and military studies principles to exhibit professional military attributes.

Duration. The course consists of a single academic term of 12 months. This enrollment period begins on the date the student enrolls in the course. The 12-month enrollment period includes time required to receive materials, schedule/complete tests, and submit results for scoring/posting. Students may extend their course by 120 days at any time before the end of their 12-month enrollment using options available through their Air University Student Information System (AUSIS) account.

Eligibility. Air Force Reserve and Air National Guard senior Airmen attend the ALS DL program. Other US military junior enlisted and eligible nonmilitary technician civil service personnel may also attend. Air Reserve Component (ARC) members must wait one year after graduation from a DL EPME program to attend the next level of DL EPME. Refer to AFI 36-2301, *Developmental Education*, for additional course policy and enrollment information.

Syllabus

YALS003 Instructional Areas	Course Hours
Set One:	
Volume 1 Course Foundation	18
Volume 2 Expeditionary Airman	24
Volume 3 Professional Airman	30
Set Two:	
Volume 1 Supervisory Communicator	21
Volume 2 Supervisor of Airmen	39
Total	132

Instructional Area Descriptions

Course Foundation

18 Contact Hours

The course foundation is time given for student orientation and administrative information. The purpose of the course foundation is to establish the foundation for learning the body of theory and specialized knowledge needed to successfully complete the ALS DL. Topics such as successful learning, critical thinking, full-range leadership development, and four lenses will be covered.

Expeditionary Airman

24 Contact Hours

The Expeditionary Airman curriculum is also a combination of profession of arms and leadership lessons. The purpose of the curriculum is to further the development of a cultural and warrior-ethos mind-set driven by the role of Air Force staff sergeants as expeditionary Airmen in an expeditionary Air Force. It will focus on an introduction to culture, joint organization, the joint war fighter, and the nuclear enterprise.

Professional Airman

30 Contact Hours

The Professional Airman curriculum is a combination of profession of arms and leadership lessons. The purpose of the curriculum is to facilitate the development of an ethical mind-set driven by the role of Air Force staff sergeants as military professionals in an expeditionary Air Force. Topics such as airmanship, customs and courtesies, ethical leadership, and emergent leadership issues are covered.

Supervisory Communicator

21 Contact Hours

The Supervisory Communicator curriculum focuses on providing students with the knowledge to be more effective communicators in supervisory writing and speaking situations. This volume covers topics such as communicator skills, a culture of engagement, supervisory writing, and interpersonal communication.

Supervisor of Airmen

39 Contact Hours

The purpose of the Supervisor of Airmen curriculum is to provide skills necessary to fulfill supervisory and reporting official responsibilities and to prepare students for future responsibilities as noncommissioned officers (NCO). Specific attention is given to leadership in areas such as standards and discipline, performance evaluation, team leader, diversity, leader influence, introduction to negotiating, resource stewardship, and continuous improvement.

Noncommissioned Officer Academy Resident Program

Internet Address

<http://www.au.af.mil/au/barnes/>

Program Description. The Noncommissioned Officer Academy (NCOA) is a CCAF-affiliated course conducted in-residence. Each student earns 11 hours of undergraduate credit upon completion of the course. This course prepares NCOs to be professional, war-fighting Airmen who can lead and manage Air Force units in the employment of air, space, and cyberspace power. The NCOA's 223-hour curriculum consists of five academic areas—profession of arms, warfare studies, international security studies, communication studies, and leadership studies. The principal methods of instruction are guided discussion, experiential exercises, and case studies. Formative exercises are integral to the NCOA curriculum and serve as feedback tools for the student and instructor. Summative objective and performance evaluations determine whether established educational requirements outlined in the course are met.

Learning Outcomes. The NCOA prepares NCOs to

- lead and manage units;
- effectively communicate rank-appropriate tasks; and
- model professional military attributes.

Faculty. NCOA faculty members are required to have an associate's degree (or fall within one year of completion) and must complete the EPME Instructor Course (EPMEIC) before assignment to an EPME school or academy. Within the first year of teaching, the faculty must complete a 120-hour internship at their respective schools.

Duration. The NCOA program is delivered in 28 academic days and is conducted at 10 locations worldwide, with most NCOAs operating seven classes each year.

Eligibility. Students are typically technical sergeants and technical sergeants-selects with two year of retainability upon completion of the NCOA. Students must complete the NCOA before they assume the grade of master sergeant. Students are selected based on the eligibility criteria outlined in AFI 36-2301, *Developmental Education*, and the ETCA website at <https://etca.randolph.af.mil>.

Syllabus

YNCOAXX Instructional Area Titles	Contact Hours
Profession of Arms	48
Warfare Studies	4
Leadership Studies	51
International Security Studies	4
Communication Studies	65
Course Capstone Case Study	4
Objective Exercises/Evaluations	16
Collateral Curriculum	31
Total	223

Instructional Area Descriptions

Profession of Arms 48 Contact Hours

The Profession of Arms is a study of the military as a profession. It focuses on distinctive knowledge, wellness, core values, professional ethics, the oath of office, dress and appearance, and drill and ceremonies.

Warfare Studies 4 Contact Hours

Warfare Studies examines the nature of war and the art of employing military power across the spectrum of operations. War fighting includes roles, relationships, and functions across the spectrum of conflict.

Leadership Studies 51 Contact Hours

Leadership Studies explores a wide range of leadership topics from the individual to the organization, including diversity, team building, full-range leadership development, leader influence, negotiating, resource stewardship, discipline, emergent leadership issues, change management, and continuous improvement.

International Security Studies 4 Contact Hours

International Security Studies consists of the national security strategy, instruments of national power, security issues, and global, regional, and cultural awareness.

Communication Studies**65 Contact Hours**

Communication Studies develops an understanding, appreciation, and ability to apply principles of effective communication relevant to an NCO (speaking, listening, writing, editing, counseling, and communicating non-verbally). This core area also involves relations with the media and social media.

Course Capstone Case Study**4 Contact Hours**

The Capstone Case Study gives students plenty of opportunities to see how concepts and principles they have studied throughout the course apply to simulated situations. In theory, students who demonstrate mastery of course concepts and principles are able to transfer their knowledge to the work center and, thus, with practice become more effective managers and leaders.

Objective Exercises/Evaluations**16 Contact Hours**

A pretest is used as a tool to assess the student's knowledge on lesson principles prior to instruction. The results from this pretest are used by Academic Affairs as an indicator of how much learning occurred. The formative exercise presents a series of new problem scenarios to the student. They will make decisions and apply the lesson principles they have learned to these situations. Following the two-hour exercise, the instructor will spend the remaining three hours conducting remediation with the students. The summative evaluation presents a series of new situations designed to evaluate student mastery of principles taught. Following the two-hour evaluation, the instructor will spend the remaining three hours conducting remediation with the students. The course retest is for students who failed the summative evaluation. Following the two-hour evaluation, the instructor will spend the remaining two hours conducting remediation with the students.

Collateral Curriculum**31 Contact Hours**

Collateral curriculum is time given for the course introduction, course foundation (successful learning and critical thinking), course evaluation (lesson and end-of-course surveys), administration, and commandant's time.

Noncommissioned Officer Academy Distance Learning Program

Program Description. The Noncommissioned Officer Academy Distance Learning Program (NCOA DLP) program is a CCAF-affiliated course consisting of 170 hours. Each student earns nine hours of undergraduate credit upon completion of the program.

NCOA DLP is a five-volume self-study course delivered via the Air University Student Information System (AUSIS). The five volumes are broken into two sets. Set A consists of three volumes, and set B consists of two volumes. Each set has a closed-book test. Tests are administered at the designated/authorized test-control facility located on most military installations.

This course prepares NCOs to be professional, war-fighting Airmen who can lead and manage Air Force units in the employment of air, space, and cyberspace power. The course presents similar material to the resident program.

Learning Outcomes. NCOA DLP educates students to

- comprehend leadership and management principles to supervise and lead work teams as a mid-level supervisor;
- comprehend principles to effectively communicate as a mid-level supervisor, leader and/or program manager; and
- comprehend profession of arms and military studies principles necessary to model professional military attributes.

Duration. The enrollment period is 12 months. The enrollment period includes the time necessary for examinations and posting of scores within AUSIS.

Eligibility. Typically, active-duty Air Force, Air Force Reserve, and Air National Guard (ANG) junior NCOs attend the NCOA DLP. Other US military junior NCOs and eligible nonmilitary technician civil service personnel may also attend. Air Force Reserve members must wait one year after graduation to attend the next level of EPME. Active-duty personnel are eligible for enrollment.

Refer to AFI 36-2301, *Developmental Education*, the NCOA DLP student handbook at <https://cs3.eis.af.mil/sites/25113/DistanceLearning/default.aspx> and the ETCA website at <https://etca.randolph.af.mil> for additional course policy and enrollment information.

Syllabus

YNCOA003 Instructional Area Titles	Contact Hours
Set A:	
Volume 1 Course Introduction	30
Volume 2 Military Professional	27
Volume 3 Operational Airman	24
Set B:	
Volume 1 Unit Manager	60
Volume 2 Managerial Communicator	27
Testing	2
Total	170

Instructional Area Descriptions

Course Introduction

30 Contact Hours

The Course Introduction establishes the foundation for learning the body of theory and specialized knowledge needed to successfully complete the NCOA DLP by combining collateral and leadership curriculum. The collateral curriculum is used for student orientation, course foundation, and successful learning. The leadership curriculum includes strategic thinking, four lenses, adaption-innovation theory, and full-range leadership development. Students will be able to use their understanding of these concepts to make ties to other lessons.

Military Professional

27 Contact Hours

The Military Professional curriculum is a combination of profession of arms and leadership lessons. The purpose of the curriculum is to facilitate the development of a cultural and warrior ethos mind-set driven by the role of Air Force NCOs as military professionals in an expeditionary Air Force. Military professionals are models of discipline, integrity, and courage with a strong understanding of and commitment to the profession of arms. Topics such as airmanship, human performance, Air Force culture and heritage, diversity, and ethical leadership are covered. There is a capstone case study at the end of the volume that includes concepts from all volumes in set one.

Operational Airman**24 Contact Hours**

The Operational Airman curriculum is to further the development of a cultural and warrior ethos mind-set driven by the role of Air Force NCOs as operational Airman in an expeditionary Air Force. Topics include joint organization, joint war fighter, cross-cultural awareness, and nuclear enterprise.

Unit Manager**60 Contact Hours**

The purpose of the Unit Manager curriculum is to provide the skills necessary to fulfill supervisory responsibilities for the NCOs' current rank and to prepare them for future responsibilities. Specific attention is given to building teams, leader influence, negotiating, resource stewardships, discipline, emergent leadership issues, change management, and continuous improvement.

Managerial Communicator**27 Contact Hours**

The communication skills area of curriculum focuses on providing students with the knowledge to be more effective communicators in managerial writing and speaking situations. This volume consists of four chapters: "Managerial Communication," "Culture of Engagement," "Interpersonal Communication," and "Capstone Case Study."

Air Force Senior Noncommissioned Officer Academy Advanced Leadership Experience Resident Program

Program Description. The Air Force Senior Noncommissioned Officer Academy (AFSNCOA) Advanced Leadership Experience (ALE) is a resident CCAF-affiliated program that consists of 200 classroom hours. The ALE prepares SNCOs for increased leadership responsibilities in the joint, combined, and interagency operating/strategic environment. Specifically, the AFSNCOA ALE educates SNCOs to help them become adaptable, critically thinking, and strategically relevant leaders in their operating environment. Students may attend the ALE only after successfully completing the SNCOA DL program.

During the ALE, students apply their understanding of SNCOA DL program concepts as well as additional concepts they learn in the resident program.

Learning Outcomes. SNCOA ALE program prepares SNCOs to

- lead the enlisted force;
- effectively communicate rank-appropriate tasks; and
- model and develop professional military attributes.

Faculty. The AFSNCOA faculty members are required to have an associate's degree (or fall within one year of completion) and to complete the Enlisted Professional Military Education Instructor Course (EPMEIC) before assignment to the academy. Within the first year of teaching, faculty must complete a 120-hour internship at the school.

Duration. The AFSNCOA program is delivered in 25 academic days. There are 6 classes each year with 300 to 450 students in each class.

Eligibility. SNCOs from the total force, active-duty Air Force, selected Air Force Reserve (AFRES), and Air National Guard (ANG) may attend the resident AFSNCOA. Selected Army, Navy, Coast Guard, and international military personnel also attend on a limited basis. Active-duty Air Force personnel must have at least one year of retainability following graduation. The Air Force Military Personnel Center identifies and notifies active-duty students for ALE program attendance. Air Force students must meet Air Force standards. Students from other services must meet their service's standards.

All students must complete SNCOA Distance Learning (DL) program in order to attend the resident program. The SNCOA DL must be completed prior to promotion to senior master sergeant.

Reference AFI 36-2301, *Developmental Education*, and the ETCA website at <https://etca.randolph.af.mil> for additional information.

Syllabus

MAFSNCOA001 Instructional Areas	Contact Hours
Module 1: Orientation	6
Module 2: Self-Awareness	16
Module 3: Deliberate Leadership Development	8
Module 4: The Visionary Leader	16
Module 5: The Ethical Leader	8
Module 6: The Influential Mediator	6
Module 7: The Strategic Planner	20
Module 8: Leadership Immersion Lab	80
Module 9: Capstone	16
Combined Operations	8
Collateral Curriculum	16
Total	200

Instructional Area Descriptions

Module 1 Orientation

6 Contact Hours

This module familiarizes students with the USAF EPME procedural guidance, local information, and the AFSNCOA's human performance program. The majority of the module is focused on preparing students for success in the remaining modules. Information explained in this module includes student expectations, library resources, the class schedule, the course syllabus, and the synthesis level of learning. The communication assignment requirements and their due dates are discussed at length.

Module 2 Self-Awareness

16 Contact Hours

Since improving one's leadership begins with self-awareness, students complete several self-assessment instruments during this module. The core lessons are full-range leadership development (FRLD), critical thinking, the personal profile system (PPS), adaptation and innovation (A-I) theory, and team dimensions. This module educates senior enlisted leaders (SEL) on how to manage relationships and move people in a desired direction while controlling or redirecting disruptive emotions and adapting to changing circumstances.

Module 3 Deliberate Leadership**8 Contact Hours**

The core lessons are FRLD and profession of arms. The module allows SELs to appraise their own and other's deliberate leadership paths and career goals by utilizing desires and needs of the Air Force.

Module 4 The Visionary Leader**16 Contact Hours**

The core lessons are FRLD, diversity, and team building. This module helps SELs to build effective teams by articulating a shared vision and leveraging diversity. Additionally, SELs develop an understanding of how multidimensional differences within a team can impact its development and level of innovation.

Module 5 The Ethical Leader**8 Contact Hours**

The core lessons are ethical leadership, critical thinking, and emergent leadership issues. This module helps SELs ensure that ethical decision making and behaviors occur in both an individual and organizational context. It underscores the expectation that SELs must not only be accountable but also hold others accountable to the expectations of the profession of arms while developing, supporting, and inspiring others to hone skills that further support and develop military attributes and capabilities.

Module 6 The Influential Mediator**6 Contact Hours**

The core lessons are negotiations and cross-cultural competence. This module ensures SELs are prepared to formulate alternatives that can win others' acceptance, resulting in the selection of the most appropriate outcomes while simultaneously maintaining positive, long-term relationships and sustaining mission focus.

Module 7 The Strategic Planner**20 Contact Hours**

The core lessons are strategic planning, continuous process improvement, change management, project management, and resource stewardship. This module ensures SELs are strategically focused to translate and prioritize strategy into progressive tactical application. This module highlights the fact that significant positive change can be achieved when senior leaders work together to achieve a shared vision and goals.

Module 8 Leadership Immersion Lab**80 Contact Hours**

The focus of this module is for SELs to effectively apply all leadership, management, strategic communication, and ALE concepts in a leadership lab. Throughout the lab, students will be presented with authentic, real world problems/situations and given the room to make decisions based on what they have learned. Additionally, during portions of the lab the ALE students will share their experiences with local senior leaders and both parties will exchange valuable leader cross talk and discuss the right-to-lead model and how it pertains to all senior leaders.

Module 9 Capstone**16 Contact Hours**

In this module, SELs identify the lessons they have learned and conduct a briefing on their ALE “journey” via their leadership portfolios (professional leadership development plan and action plan, junior noncommissioned officer deliberate leadership development project, organizational barrier analysis project, and personal 100-day strategic plan project).

Combined Operations**8 Contact Hours**

During this one-day event, SNCOs share perspectives with company grade officers (CGO) attending the SOC. The SNCOs and CGOs participate in lessons and exercises that establish a foundational framework for an SNCO mentor relationship with CGOs. This Air Force chief of staff (CSAF) initiative expects CGOs, when supervising and commanding, to team up with SELs to ensure a united front regarding matters involving personnel and operations.

Collateral Curriculum**16 Contact Hours**

Collateral curriculum is time allotted for the students to complete required surveys and administrative tasks as well as time to add/modify or replace curriculum material as directed by a higher authority such as the CSAF, the AF Learning Committee, or the commandant.

Senior Noncommissioned Officer Academy Distance Learning Program

Program Description. The Senior Noncommissioned Officer Distance Learning (SNCO DL) program is a CCAF-affiliated program delivered via the World Wide Web. SNCO DL program consists of 75 contact hours. Reference the SNCOA DL Program Student Handbook at <https://cs3.eis.af.mil/sites/25113/distancelearning/default.aspx> for policy and enrollment information. SNCO DL provides an advanced PME program for SNCOs to better prepare them for leadership responsibilities by expanding their leadership and managerial capabilities and their perspective of the military profession. There is a single end-of-course examination for the SNCOA DL program. Students must receive a passing score to complete the program. The end-of-course examination can be scheduled at a designated/authorized test control facility located on almost every military base. Graduates are then eligible for the in-residence course.

Learning Outcomes. SNCOA DL program provides SNCOs foundational knowledge of the

- leadership and management concepts necessary to lead and manage units;
- communication skills necessary to effectively communicate rank-appropriate tasks; and
- profession of arms and military studies concepts necessary to model and develop professional military attributes.

Duration. The enrollment period is 12 months. Students may voluntarily withdraw or be disenrolled from the program under the conditions of course failure or nonparticipation (enrollment period expiration). *Students are authorized to immediately reenroll into the course after disenrollment.* Reenrollment does not require approval. However, students who fail to maintain eligibility requirements or comply with Air Force, EPME, or course policies may be disenrolled at the direction of the Dean, EPME Academic Affairs and restricted from future reenrollment. Disenrolled students will not have access to the course materials.

Eligibility. Air Force active duty, AFRES, and ANG senior NCOs are eligible to enroll in the SNCO PME DL program. Other US military senior NCOs are eligible. Nonmilitary technician civil service personnel may also enroll. ARC members must wait one year after graduation from a DL EPME program to enroll in the next level of DL EPME. Refer to AFI 36-2301, *Developmental Education*, the SNCOA DL Program Student Handbook at <https://cs3.eis.af.mil/sites/25113/DistanceLearning/default.aspx>, and the ETCA website at <https://etca.randolph.af.mil> for additional course policy and enrollment information.

Syllabus

MAFSNCOA003 Instructional Areas	Contact Hours
Course Foundation	13
Military Professional	5
Joint Warfighter	18
Leadership and Management	39
Total	75

Instructional Area Descriptions

Course Foundation

13 Contact Hours

This module offers a study of educational processes used to achieve desired levels of learning prior to attending the AFSNCOA. Students must take charge of their own learning by working through the successful learning, FRLD, and critical thinking interactive media instruction (IMI) lessons. Students must be prepared to apply and synthesize the concepts and principles of the DL lessons during the in-residence course.

Military Professional

5 Contact Hours

This module offers a study of the military as a profession and the characteristics of the culture that separate the uniformed services from the society they serve. It focuses on distinctive knowledge, exclusive group coherence, career structure, and the Airman's role in society. It also addresses core values, warrior ethos, professional character and standards, and fitness. Students must be prepared to apply and synthesize the concepts and principles of the DL lessons during the in-residence course.

Joint Warfighter**18 Contact Hours**

This module promotes the notion that the responsibilities for protecting our nation, preventing future conflicts, and prevailing against adversaries require SNCOs to fully understand the joint environment. SNCOs must be prepared to deploy, employ, fight, and survive across the spectrum of conflict in joint, combined, and multinational environments. Joint warfighters are well versed in joint operations, possess an in-depth understanding of the culture and capabilities of all involved forces, and are able to convey and incorporate the strengths that each force brings to the fight. They understand elements of the planning processes and recognize strategic implications of the emerging war-fighting concepts and capabilities. Joint war fighters help leadership make informed decisions by assessing the best ways to plan, present, and control military resources as they serve the unique requirements of the combatant commander.

Leadership and Management**39 Contact Hours**

This module enables students to focus on the organizational and personnel management functions that all SNCOs face at their home stations as well as in deployed and joint environments. Operational managers drive change and execute missions through the efficient and effective use of resources; produce excellence through a wide range of career-broadening experiences, education, and training; attract, retain, and develop Airmen and prepare them to operate in all environments; inspire a willingness to do what is right; ensure professional duties take precedence over personal desires; and master processes that ensure the Air Force remains the world's premier air and space force. Students must be prepared to apply and synthesize the concepts and principles of the DL lessons during the in-residence course.

PROFESSIONAL CONTINUING EDUCATION

Air University (AU) provides professional continuing education (PCE) to the Air Force, other DOD personnel, and international students. PCE is conducted for participants in various professional fields and consists of updated knowledge and other pertinent information that will help these individuals attain broader understanding of their chosen industry.

International Officer School

Internet Address

<http://www.au.af.mil/au/spatz/ios>

Program Description. The International Officer School's (IOS) curriculum consists of three preparatory courses for Air War College (AWC), Air Command and Staff College (ACSC), and Squadron Officer School (SOS) that have three basic functions. First, they provide an academic orientation to follow-on professional military education (PME) school curriculum and methodologies. Second, they facilitate cross-cultural adjustment for the international military students (IMS) and their dependents. Third, they accomplish the administrative requirements and Field Studies Program objectives outlined in international military training management directives. Attendance at IOS is a prerequisite for IMSs enrolling at SOS, ACSC, and AWC.

Learning Outcomes. IOS produces graduates who are able to

- understand and appreciate American society, institutions, and ideals;
- understand the United States' military missions, organizations, and terminology necessary to participate in resident PME programs; and
- effectively communicate, integrate, and perform, both academically and socially, in the PME environment.

Faculty. Qualifications for IOS faculty are determined by relevant academic credentials, professional functional experience, teaching experience, and teaching abilities. Academic credentials normally include appropriate degrees. Professional experience usually includes depth and breadth of experience in the functional area assigned.

Duration. Each IOS preparatory course is delivered in seven weeks.

Eligibility. The deputy undersecretary of the Air Force for international affairs (SAF/IA) invites countries to attend AU PME courses by means of the Air Force Security Assistance Training Squadron (AFSAT) in coordination with regional combatant commanders. Global security cooperation offices must ensure each IMS is properly vetted in accordance with Defense Security Cooperation Agency (DSCA) and military department guidance. IMSs must

also meet minimum English competency levels for their respective course of attendance.

All three preparatory courses require an English comprehension-level test score of 80. Students attending SOS must meet certain physical standards outlined in the Air Force Education and Training Course Announcements (ETCA).

Refer to the ETCA website at <https://etca.randolph.af.mil> for additional information. ETCA course numbers: MIOS001 for the SOS Preparatory Course, MIOS002 for the ACSC Preparatory Course, and MIOS003 for the AWC Preparatory Course.

Completion Requirements. Students must meet all academic requirements to graduate.

Course Descriptions

Curriculum Summary

MIOS001 SOS Preparatory Course	Contact Hours
Administration	17
Field Studies Program	78
Communications	83
Military Studies	11
Leadership	52
Total	241

SOS Preparatory Course

241 Contact Hours

This course prepares international military students in the ranks of first lieutenant and captain to participate in SOS. Instruction curriculum focuses on transformational leadership and followership skills, as well as developing communication skills required to engage with peers in creative, analytical thought and a better understanding of application of airpower to foster teamwork and team building. Instruction also includes the traditions and ideals of US society, US defense organization, leadership topics, physical fitness, and language and communication skills specific to SOS.

Curriculum Summary

MIOS002 ACSC Preparatory Course	Contact Hours
Administration	28
Field Studies Program	76
Communications	112.5
Military Studies	14
Leadership	14
Total	244.5

ACSC Preparatory Course

244.5 Contact Hours

This course prepares international military students in the ranks of major and lieutenant colonel to participate in ACSC. Instruction curriculum focuses on developing creative, analytical thought and a better understanding of command and the application of airpower to foster teamwork and team building. Instruction also includes the traditions and ideals of US society through the Field Studies Program, the US defense organization, leadership and ethical decision making, and language and communication skills specific to ACSC.

Curriculum Summary

MIOS003 AWC Preparatory Course	Contact Hours
Administration	27
Field Studies Program	124
Communications	80
Military Studies	39
Leadership	2
Total	272

AWC Preparatory Course

272 Contact Hours

This course prepares international military students in the ranks of lieutenant colonel and colonel to participate in AWC. The course's core curriculum focuses on development of critical thinking, professional writing, and communication skills; an introduction to regional security issues and US history; and a survey of US defense capabilities and national security agencies and issues. Additionally, the course immerses students in US culture and institutions through the extensive Field Studies Program.

Syllabi

(Each course includes the following instructional areas.)

Administration. During this course phase, IMSs in-process and receive tours and briefings about Maxwell AFB and the city of Montgomery. They receive orientation in various aspects of the individual IOS preparatory courses and programs. This includes welcome and graduation ceremonies, curriculum, schedule briefings, and a tour of the Muir S. Fairchild Research Information Center. Students participate in formal and informal feedback sessions with instructors throughout the courses as needed.

Field Studies Program. The Field Studies Program is the largest curriculum area and allows students to gain a better understanding of US institutions, ideals, and culture. Topics include the American way of life, US government institutions, the election process, education, and US news media. A significant portion of this program is devoted to democratic ideals, the rule of law, human rights, diversity, and related training to support Departments of State and Defense objectives for security assistance training. Field trips and tours are conducted in the Montgomery area, southeast region of the United States, Washington, DC, and New York City.

Communications. Communication skills development constitutes a significant part of the instruction at IOS. This area includes English as a second language instruction designed to increase the student's ability to write, speak, and understand American English and communicate ideas both orally and in writing according to USAF standard. In addition, writing and briefing instruction, with application exercises and assignments, is provided based on the follow-on PME school's communication requirements. This area also includes computer instruction with hands-on training in applications relevant to the specific follow-on PME school.

Military Studies. The Military Studies area introduces students to the mission, organization, policies, concepts, and terminology of the US military.

Leadership. Students are introduced to various leadership theories, perspectives, concepts, and models; instruction is geared at a level appropriate to the follow-on PME school. This area also introduces the physical fitness

requirements (for students attending SOS), with emphasis on leadership, followership, problem solving, and team building.

Other Programs

IOS conducts several nonacademic programs to enhance the cultural experience and academic education of international military students and their dependents.

Alabama Goodwill Ambassadors (AGA). AGA is the official AU sponsorship program for IMSs and their families. It welcomes and acquaints them with aspects of American culture to which they may not otherwise gain exposure through their formal AU courses and activities.

Air University International Honor Roll. This honor roll recognizes international graduates of AU PME courses who have become heads of service, ministers of defense, heads of state, or other high-level officials within their own countries.

International Dependents English Course. This six-week course, conducted each fall, provides conversational English skills that adult IMS dependents need daily. While managed by IOS, the course is taught entirely by volunteers from Maxwell and the local community.

International Family Orientation Program. This two-week family orientation program is conducted each summer for the dependents of the IMSs attending ACSC and AWC. It orientates students to American culture and local community services, activities, and institutions. Recreational activities are also conducted for the children.

International Family Loan Program. This program lends IMSs and their families (for a nominal fee) such essential household items as dishes and utensils. This service eliminates the need for students to purchase items they would discard before leaving AU.

Squadron Officer College Faculty Development Program

Program Description. The faculty development program uses a curriculum mixed with readings, lectures, guided discussions, case studies, and experiential lessons to achieve its ends. Readings come from standard USAF educational doctrine, like AF Manual 36-2236, *Guidebook for Air Force Instructors*, as well as cutting-edge work like Dr. Ken Bain's *What the Best College Teachers Do* and Dr. Peter Filene's *The Joy of Teaching*. For instructional design, we look at AF Handbook 36-2235, Volume 10, *Information for Designers of Instructional Systems Application to Education*, while also paying attention to the lessons of Drs. Grant Wiggins and Jay McTighe's *Understanding by Design*. Our end is to produce teachers who can educate company grade officers (CGO) as well as curriculum developers who can produce a quality curriculum.

Learning Outcomes. Squadron Officer College (SOC) faculty development consists of two courses. Each course has specific learning outcomes.

MSOC001 Theories and Principles of Adult Education (TPAE)

Graduates will be able to

- apply effective techniques to accomplish learning objectives (alignment of course objectives, teaching, and assessment methods);
- apply effective communication and management skills inherent in a classroom environment;
- demonstrate various instructional delivery methods;
- differentiate between productive and nonproductive student behavior;
- assess student comprehension and application;
- apply appropriate motivational measures; analyze student learning and development;
- identify impromptu learning opportunities; and
- master integrated technology applications.

MSOC002 Advanced Principles of Instructional Design (APID)

Graduates will be able to

- apply effective techniques to employ various methods to achieve learning objectives;
- demonstrate ability to identify learning objectives and student outcomes;
- apply different assessment methods for designed curriculum and analyze assessment results for modification opportunities for curriculum;
- apply understanding by design (UbD) and other instructional design tools to lesson plan development;
- analyze domains of learning to maximize student learning process;
- master integrated technology applications; and
- develop comprehensive assessment tools/questions.

Faculty. The SOC Faculty Development Department consists of three full-time personnel but also has access to adjunct professors and instructors on the SOC faculty. The department chair holds a terminal degree in education, and the other personnel have expertise in instructional design and are experienced classroom instructors.

Duration. Each course is 10 academic days.

Eligibility. TPAE is open to newly assigned SOC faculty. Candidates must have completed an SOS flight commander tour. Reference AFI 36-2301, *Professional Military Education*, and the ETCA website at <https://etca.randolph.af.mil> for additional information (ETCA course numbers: MSOC001 and MSOC002).

Completion Requirement. Students must maintain a grade of “B” or better to graduate from TPAE or APID.

Course Descriptions

MSOC001 Theories and Principles of Adult Education (TPAE)

80 Contact Hours

This course prepares SOC faculty members to teach curriculum while creating active learning environments focused on higher levels of learning through the use of various teaching methodologies. A brief overview of learning theory, the instructional systems development (ISD) process, and development of lesson plans is provided. The course focuses on effective teaching techniques, including classroom management, feedback/assessment, and the use of technology. The instructional methods taught in the course include lectures, guided discussions, case studies, and experiential learning. The course relies heavily on practicum experiences in the classroom, as well as mentoring relationships between the new faculty member(s) and current faculty.

MSOC002 Advanced Principles of Instructional Design (APID)

80 Contact Hours

This course equips newly assigned SOC curriculum developers with information and experience necessary to design and develop curriculum for the USAF's only CGO PME institution. This course examines and identifies the concepts, principles, and models of curriculum and the interrelationships of these elements in developing courses and evaluating them. This class is designed for teachers writing or revising curriculum. The primary focus of the course will be on the study and use of UbD. Students will develop or revise a lesson within the curriculum using the UbD framework.

Squadron Officer College Leadership Development Program

Internet Address

<http://www.au.af.mil/au/soc/ldp.asp>

Program Description. The four courses in the Leadership Development Program (LDP) each focus on selected officer competencies defined by the Air Force Institutional Competency List (ICL; Air Force Doctrine Document [AFDD] 1-1, Annex 1-1, *Force Development*, and Air Force Policy Directive [AFPD] 36-26, *Total Force Development*). LDP courses are self-paced, optional

courses that are offered through SOC's distance learning program (SOC-DL). These courses are applicable across the force and include such topics as foundations of officership, expeditionary leadership, organizational leadership, and small-unit (flight) leadership. The courses are designed to promote leadership skill development across the force by presenting the processes and skills necessary for practical military leadership in a variety of environments and, when appropriate, for leading change.

USAF active duty, Air Force Reserve (AFRES) and Air National Guard (ANG) officers, and Air Force civilian personnel may enroll in LDP courses via a self-enrollment DL process. Enrollees will have six months in which to complete a course, or they will be disenrolled.

Course completion appears in students' professional education records via their development plan on the AF Portal at the following link: <https://gum-crm.csd.disa.mil>. Course completion will also appear on the member's AU transcript. Students do not receive any PME credits for completion, and LDP courses cannot be transferred into AU degree programs.

Learning Outcomes. Each course has specific learning outcomes.

- Officer Development
 - o Comprehend the essential role that followership plays in mission accomplishment.
 - o Comprehend fundamental principles of self-assessment and self-development as they apply to leadership growth.
 - o Comprehend the need for clear, concise, and convincing verbal and written communication in the leadership development process.
 - o Comprehend basic roles and norms of interpersonal communication: active listening, powerful conversations/discussion, feedback, and impact on others.
- Expeditionary Leadership
 - o Comprehend the concept of warrior ethos.
 - o Comprehend the concept of cross-cultural competency.
 - o Analyze how expeditionary leadership employs the concepts of hardiness of spirit, honing skills, and military bearing for mission accomplishment.
 - o Analyze the role of cross-cultural competence (3C) in expeditionary leadership.

- Flight Commander
 - Apply methods to develop and inspire others.
 - Apply methods to take care of others.
 - Comprehend the unique contributions that each individual brings to the unit to accomplish the mission.
- Organizational Leadership
 - Comprehend the evolution of organizational theory and application in the Air Force.
 - Analyze the concepts of organizational behavior and organizational communication within organizations.
 - Comprehend the impact of resource stewardship on mission accomplishment.
 - Analyze leadership skills and techniques for the continuous improvement of Air Force organizations.
 - Apply organizational change initiatives to leading change.

Faculty Credentials. The courses are developed and maintained by terminally qualified faculty members in association with Air Force officer curriculum developers and professional instructional system designers.

Duration. Each course is self-paced with allowed time of no less than 15 days and no greater than six months per course.

Eligibility. Reference AFI 36-2301, *Developmental Education*. USAF active duty, AFRES and ANG officers, and Air Force civilian equivalents. There is no active-duty service commitment.

Enrollment Requirements. Enroll online at <http://www.au.af.mil/au/soc/>.

Completion Requirements. Students must complete two or three proctored examinations (depending on the course) at base education offices/test control facilities.

Course Descriptions

MLDP001 Officer Development

117 Contact Hours

The Officer Development (OD) course develops officer skills in three leadership-related units aligned with the Air Force ICL: followership; develops self, speaking, and writing; and active listening. This course addresses followership, regarded as a critical element of leadership and officership. This is followed by an examination of skills related to effective spoken and written communication in the context of the twenty-first-century Air Force, where advanced technology and ubiquitous access to information present unforeseeable opportunities, challenges, and risks. Through this course, students develop broad perspectives of current issues and associated tools aimed at enhancing professional competence beyond individual specialties. Further, Airmen increase their value to their units by understanding and being able to apply interoperability; develop skills necessary to lead, follow, and manage; and become better “wingmen,” caring for peers and subordinates alike. (PDS Code L09)[Lima-Zero-Nine]

MLDP002 Expeditionary Leadership

99 Contact Hours

The Expeditionary Leadership (EL) course develops officer skills in two leadership-related units aligned with the Air Force ICL: global, regional, and cultural awareness and the warrior ethos. This course provides an understanding of regional factors that affect national foreign policy and explores global, regional, and cultural issues associated with participating in joint and coalition operations. It stresses the importance of cultural awareness and intercultural competence when dealing with the peoples of regions likely to require US military assistance. The course also examines deployment-specific leadership issues focusing on the warrior ethos, including mental and physical preparation, military bearing, and self-discipline. (PDS Code LI9) [Lima-India-Nine]

MLDP003 Flight Commander

102 Contact Hours

The Flight Commander (FC) course develops officer skills in three leadership-related units aligned with the Air Force ICL: develop and inspire others, take care of people, and value diversity. In addition, other ICL competencies are referenced throughout the course to support a holistic approach to students’ development of ICL skills. This course examines command from the perspective of officers in formal leadership billets. The course also explores

building leaders, motivation, force development, mentoring, organizational design and decision making, power and authority, morality and ethics, leading change, organizational culture, and communication. It examines the roles, responsibilities, knowledge, skills, and attitudes expected of officers in leadership positions. Academic content and practical examples are integrated to leverage officers' education, training, and experience to equip them with new or enhanced skill sets. These include the ability to inspire, develop, and take care of diverse groups of individuals while leading them to mission success. (PDS Code L1O)[Lima-One-Oscar]

MLDP004 Organizational Leadership

96 Contact Hours

The Organizational Leadership (OL) course develops officers' skills in three leadership-related units aligned with the Air Force ICL: resource stewardship, change management, and continuous improvement. The course addresses organizational and management skills necessary for an officer to support and lead change in complex institutional structures. The focus is on basic organizational theory and communications, organizational behavior, resource stewardship, strategies for continuous improvement, and change management/leading change. It enhances officers' ability to deal with complex communication patterns as well as human resource issues that may affect mission capabilities, while using appropriate methods to identify opportunities, implement viable solutions, and measure the impact of outcomes. Further, the lessons examine, inform, and analyze the academic models of leadership. (PDS Code L2I)[Lima-Two-India]

Officer Training School Academic Instructor Course

Internet Address

<http://www.au.af.mil/au/holmcenter/OTS/index.asp>

Program Description. The Officer Training School Academic Instructor Course (OTS AIC) curriculum identifies and measures variables related to such educational processes as content, alternative methods of instruction, instructional resources, and the degree to which stated objectives are achieved at the appropriate instructional level.

Learning Outcomes. As a graduate of the OTS AIC, the student will be able to successfully accomplish the following:

- Plan instruction. The graduate will comprehend the domains of learning related to instructional design, the process of designing level-of-learning lessons, and the various methods of teaching. The graduate will also know the components of the Air Force ISD model.
- Deliver instruction. The graduate will be able to prepare an effective presentation, use questions effectively to promote learning, employ proxemics to enhance the learning environment, and incorporate reflective teaching techniques to improve teaching ability.
- Evaluate instruction. The graduate will comprehend the concept of educational evaluation; the principles and techniques of writing student-centered, multiple-choice, and essay test items as part of the ISD design phase; and the systematic construction and use of performance evaluation rating instruments.

Faculty. The Holm Center faculty has several years of teaching experience and advanced degrees. Faculty members are selected based on their experience, academic achievements, and teaching ability. In addition to numerous teaching responsibilities, the faculty conducts various workshops and is actively involved with professional academic associations throughout the education profession.

Duration. The OTS AIC is eight academic days.

Eligibility. The course is primarily designed for military and civilian personnel who have been selected to teach at OTS and the Academy of Military Science (AMS).

Completion Requirement. Students must maintain a “satisfactory performance” evaluation or better to graduate.

Course Description

MOTS004 OTS Academic

Instructor Course

64 Contact Hours

This course prepares instructors to teach at OTS. The course is a structured, comprehensive, and fast-paced program that requires extensive reading and writing by students to prepare personalized lesson plans. Major curricular areas focus on communication skills, teaching methodologies, lesson planning, and evaluation processes. This course is designed to maximize op-

portunities for learning and practicing basic instructor skills. The majority of the course is devoted to small-group activities. Students plan and present teaching lessons related to their individual schools' curricula.

Civilian Acculturation and Leadership Training

Internet Address

http://www.holmcenter.com/index.php?menu=calt_publicpage

Program Description. Civilian Acculturation and Leadership Training (CALT) is an OTS-type program designed for Air Force civilian employees who have no prior military service and who serve, or will serve, in leadership and/or supervisory roles within the Air Force. Attendees are selected through a central selection process conducted at the Air Force Personnel Center (AFPC). The major areas include leadership studies, profession of arms, warfare studies, international security studies, war gaming, and communication skills. The teaching methods include reading assignments, guided discussions, informal lectures, practical exercises, and evaluations of student performance.

Learning Outcomes. CALT graduates will

- comprehend the roles and responsibilities of an Air Force leader;
- comprehend the Air Force human relations, diversity, and equal opportunity and treatment issues;
- comprehend leadership skills;
- comprehend followership skills;
- comprehend the importance of adherence to Air Force core values;
- effectively express ideas verbally in a military setting;
- effectively express ideas in writing using a military writing format; and
- know the role of air and space power in maintaining national security.

Faculty. The CALT faculty combines numerous years of military leadership experience, teaching experience, and advanced degrees. Faculty members are selected on the basis of performance record, experience, academic achievement, and teaching ability.

Duration. The CALT program is delivered in 10 training days. Some training days require students to read and perform academic activities beyond the typical 8-hour duty day.

Eligibility. The CALT program accepts applications from Air Force civilians in permanent grades GS 7–13 (or equivalent) with no less than two years and no more than five years of continuous federal civil service. Applicants must hold a bachelor's degree and cannot have prior military experience or any PME. There are seven classes per year with 26 students in each class.

Completion Requirements. Students must successfully complete the entire course.

Curriculum Summary

CALT Instruction Areas	Contact Hours
Leadership Studies	45
Communication Skills	8
Profession of Arms	7
Warfare Studies	8
International Security Studies	2
Processing/Admin/Orientation/Testing	8
Total	78

Curriculum Area Descriptions

Leadership Studies

45 Contact Hours

The leadership studies curriculum examines the foundational principles of leadership and followership. The students receive informal lectures on Air Force leadership, team building, stress management and resiliency, self-assessment, motivation, problem solving, situational leadership, full-range leadership, and effective supervision. In addition, the students receive lectures on the Airman Comprehensive Assessment Process, the Enlisted Evaluation System, the Officer Evaluation System, and corrective supervision and counseling. The students are encouraged to actively participate in guided discussions on human relations in the Air Force, change management, leadership authority and responsibility, conflict management, sexual assault prevention and response, power and influence, and standards and accountability. Finally, the students are afforded numerous opportunities to apply the lessons learned on leadership and followership through discussions on case studies as well during outdoor field-type activities.

Communication Studies**8 Contact Hours**

The communication studies curriculum provides students the foundation and building blocks for effective communication in the Air Force. The students are provided how-to-guidance for written and oral communication. In addition to receiving lectures on the types of communication, they are also required to produce written documents and give oral presentations.

Profession of Arms**7 Contact Hours**

The profession of arms curriculum provides insight into the Air Force core values and a basic introduction into the air and space expeditionary force (AEF) model. In addition the students learn what it means to be an Airman in the Air Force. The students discuss and understand the fine line that often separates professional and unprofessional relationships. Finally, the students are provided a capstone experience that brings all of the concepts of the profession of arms together.

International Security Studies**2 Contact Hours**

The international security studies curriculum challenges students to appreciate the need for cross-cultural awareness as applied to building and sustaining international partnerships. Students learn the importance of using appropriate relating, communicating, and negotiating skills to forge cooperative and mutually beneficial relationships. Resources provided by the US Air Force Culture and Language Center help students further hone their culture-general and culture-specific competencies in regions all around the globe.

Warfare Studies and War Gaming**8 Contact Hours**

The warfare studies curriculum provides students a glimpse of the wide variety of functions the Air Force brings in the defense of the nation. The warfare studies curriculum first establishes an understanding of the levels of doctrine and then moves into gaining a better understanding of the specific functions of airpower. Next, the students are provided an overview of air and space systems capabilities and are introduced to the concept of force packaging. The students are given a practical computer-simulated war game evaluation where they are afforded the opportunity to put all of the components of warfare into practice.

Processing/Admin/Orientation/Testing**8 Contact Hours**

These instruction areas include in-processing, course overview, assignments, testing, graduation, and out-processing.

Ira C. Eaker Center Academic Instructor Course

Internet Address

<http://www.au.af.mil/au/ecpd/>

Program Description. Prepares faculty to instruct, plan, develop, and manage academic instruction. The curriculum requires extensive reading and writing and moderate research. Several instructional methods are taught.

Learning Outcomes

- Demonstrate an ability to plan and develop lesson objectives, including evaluation instruments.
- Demonstrate an ability to clearly communicate to achieve instructional objectives and manage educational processes.
- Show and prove competence in using essential teaching skills that apply to most instructional situations and that evaluate the achievement of learning outcomes.

Faculty. AIC faculty must possess a bachelor's degree and three or more years' experience in civilian or military educational administration, psychology, testing, instruction, or a related discipline.

Duration. This course is delivered in 10 academic days.

Eligibility. Reference the ETCA website at <https://etca.randolph.af.mil> for additional information (ETCA course number: MCPD001).

Completion Requirement. Students must master concepts and techniques of instruction and course management processes to enhance learning.

Course Description

MCPD001 Eaker Center

Academic Instructor Course

80 Contact Hours

This course prepares newly assigned faculty to instruct at Eaker Center. It is a rigorous, comprehensive, and fast-paced course that requires extensive reading, writing, and moderate research. Major curricula areas are learning theory, communication skills, instructional design, teaching methods, and evaluation. The course is organized to provide maximum participation in learning, with the majority of class time devoted to small group activity. Students write level-of-learning objectives and lesson plans, present lessons, and develop rating scales and test items. Students must demonstrate the ability to write, present teaching lessons, and master selected academic content areas. The following methods are taught: informal lecture, guided discussion, case study, experiential instruction, teaching interview, and demonstration performance.

Commanders' Professional Development School

Internet Address

<http://www.au.af.mil/au/ecpd/>

Program Description. Prepare attendees for duty as wing commanders, vice wing commanders, group commanders, senior materiel leaders, incident commanders, and emergency operations center directors. Wing commander and vice wing commander spouses may also attend. The school helps attendees deal with critical leadership and management challenges. The Wing Commanders' Seminar, group commanders' courses, Senior Materiel Leader Course, Senior Leader Mission Generation Course, and Wing Executive-Level Response Course convene five times each year, and the Air Force Incident Management Course convenes nine times a year at Maxwell AFB and four times each year at other selected locations.

Learning Outcomes

- Prepare updates on critical issues affecting Air Force members, their people, their mission, and their individual roles and responsibilities.

- Summarize pertinent information on leadership and ethical considerations in the decision-making process.
- Give examples of practical skills that may be used to enhance the immediate effectiveness of new commanders.

Faculty. Commanders' Professional Development School (CPDS) faculty members must possess a bachelor's degree (in any discipline) and three or more years' experience in a relevant functional command assignment.

Duration. The Wing Commanders' Seminar is one week long, and the group commanders' courses last two weeks.

Eligibility. The Air Force Colonels Group determines attendance at the Wing Commanders' Seminar and the Group Commanders' courses. Attendance at the Air Force Incident Management Course is mandatory for USAF personnel designated as emergency operations center (EOC) directors and senior installation fire officials. The course is optional for security forces commanders, operations officers, flight chiefs, command inspector general team chiefs, and installation exercise evaluation team chiefs.

Reference the ETCA website at <https://etca.randolph.af.mil> for additional information (ETCA course numbers are listed in the course descriptions below).

Completion Requirement. Students must comprehend the major concepts and processes to deal with leadership, management, and command issues.

Course Descriptions

MLMDC800 USAF Wing Commanders' Seminar

43.25 Contact Hours

This resident course provides an understanding of contemporary attitudes, approaches to leadership and management, legal responsibilities of command, and selected staff functions needing management and leadership emphasis. Attendees are provided an update on current Air Staff policies and procedures associated with command. Students have the opportunity to discuss issues and problems with key staff members as well as their peers in a seminar environment.

**MLMDC810 USAF Mission Support
Group Commanders' Course****9.5 Contact Hours**

This resident course prepares newly selected mission support group commanders with leadership tools and understanding of command responsibilities, resources, and operational guidance that will enhance their effectiveness in achieving mission requirements. Training will provide information on home station employment sustainment and deployment, beddown, and sustainment at contingency locations: crisis actions, force protection, unit type code (UTC) preparation, load planning, communications, reception, contracting actions, bare base/tent city preparation, munitions, personnel readiness, services, force support, expeditionary combat support, and so forth.

**MLMDC813 Air Force Incident
Management Course****32 Contact Hours**

This resident course provides training on techniques and procedures necessary to effectively perform command and control functions during emergency and contingency situations involving aircraft, munitions, and hazardous material accidents and incidents, as well as natural disaster situations. The curriculum includes problem solving and exercises associated with situation assessment, emergency operations center duties and responsibilities, communications, special resources, planning, public affairs, and logistics support.

**MLMDC871 USAF Maintenance
Group Commanders' Course****59.5 Contact Hours**

This resident course provides an understanding of contemporary attitudes, approaches to leadership and management, legal responsibilities of command, and selected staff functions needing management and leadership emphasis. Attendees are provided an update on current Air Staff policies and procedures associated with command. Students have the opportunity to discuss issues and problems with key staff members as well as their peers in a seminar environment.

**MLMDC872 USAF Medical Group
Commanders' Course****82.5 Contact Hours**

This resident course provides an understanding of contemporary attitudes, approaches to leadership and management, legal responsibilities of command, and selected staff functions needing management and leadership emphasis. Attendees are provided an update on current Air Staff policies and

procedures associated with command. Students have the opportunity to discuss issues and problems with key staff members as well as their peers in a seminar environment. This activity has been planned and implemented in accordance with the essential areas and policies of the Accreditation Council for Continuing Medical Education (ACCME) through the joint sponsorship of the Office of the Surgeon General United States Air Force and Maxwell AFB. The Office of the Surgeon General United States Air Force is accredited by the ACCME to provide continuing medical education for physicians, and it designates this live activity for a maximum of 34 American Medical Association Physician's Recognition Award (AMA PRA) category 1 credit(s). Physicians trained in transcendental meditation should claim only the credit commensurate with the extent of their participation in the activity.

This continuing nursing education activity was approved by the United States Air Force Nurse Corps, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation. The approval code is 12-005, and the number of contact hours is 35.1.

MLMDC874 USAF Senior Materiel

Leader Course

70 Contact Hours

This resident course prepares newly selected and inexperienced senior materiel leaders to meet the responsibilities of systems and sustainment program leadership and introduces attendees to their roles as director within the framework of Air Force policy. The course gives attendees a basic knowledge of the responsibilities, resources, operational concepts, and practices so they will quickly and effectively execute the full spectrum of weapon system acquisition and sustainment and understand director responsibility, accountability, and discipline approaches to leadership and management. (Secretary of the Air Force acquisition career management [SAF/AQH] awards 40 continuous learning points toward ongoing acquisition professional development for this educational activity.)

MLMDC875 USAF Operations Course

for Group Commanders

58.5 Contact Hours

This resident course prepares operations group commander selectees to meet the responsibilities of operations group leadership and introduces attendees to their roles as commander of an operations group within the framework of Air Force policy. The course provides an understanding of command responsibility, accountability, and discipline; approaches to leadership and management; contemporary attitudes; and cultural diversity. It also

provides a background in group-level functional areas, including intelligence, weather, airfield operations, and aircraft accident investigation, reporting, and disposition. Attendees will have the opportunity to discuss current operations issues and problems with functional area experts, experienced commanders, and their peers in a seminar environment.

MLMDC877 USAF Senior Leaders'

Mission Generation Course

15.5 Contact Hours

This resident course focuses on wing leadership teaming between maintenance, operations, and logistics support to achieve safe and effective mission generation. Students must comprehend the relationship and teamwork between maintenance, operations, and logistics support; comprehend applicable policies, training, discipline, and enforcement standards essential to generating safe and reliable air and space power; and apply learned teaming approaches and functional mission generation topics to conduct a case study and prepare a briefing for the senior mentor to assess.

MLMDC901 Wing Executive-Level

Response Course

16.5 Contact Hours

This resident course provides newly selected wing commanders and vice wing commanders tailored training on techniques and procedures necessary to effectively perform command and control functions during emergency and contingency situations involving aircraft, munitions, and hazardous material accidents and incidents, and natural disaster situations. The course includes problem solving and exercises associated with situation assessment, on-scene commander duties and responsibilities, communications, special resources, planning, public affairs, and logistics support.

USAF Personnel Professional Development School

Internet Address

<http://www.au.af.mil/au/ecpd/>

Program Description. The USAF Personnel Professional Development School (USAF PPDS) provides continuing education for the development and competence of force support professionals in the Total Force, including

our joint partners. The courses are conducted depending on demand and funding, with some courses available completely online. Resident courses are conducted in a professional, seminar-based forum allowing for scenario-based exercises, cross-talk from peers, and information-sharing from subject-matter experts in the field. Distance learning (DL) courses incorporate these same techniques using features in Blackboard and a webinar platform.

Learning Outcomes. To access the USAF PPDS learning outcomes and other information, visit the website on the Air Force Portal. From the main Air Force Portal at the base org–functional areas tab, select the Org A–Z Listing, select “I” for Ira C. Eaker Center for Professional Development, scroll down, and click on the school link. Go to Eaker Center Schools, and select the USAF Personnel Professional Development School. Here are some of the learning outcomes from a few of our courses:

- Effectively lead, plan, and manage a force support squadron.
- Discuss emerging issues, advise installation leadership, and respond effectively to an increasingly challenging expeditionary environment.
- Effectively lead flights providing sustainment, force development, community, education, and family services
- Challenge and motivate squadron and flight members.
- Contribute as a key advisor to wing, group, and squadron commanders.
- Lead and manage military, civilian, and nonappropriated fund (NAF) personnel to include force development concepts and practice.
- Summarize the tools to operate and successfully contribute to organizational effectiveness.
- Value distinctive contributions of human resource leaders and managers.

Faculty. The USAF PPDS faculty must possess three or more years of experience in civilian or military force support, services, manpower, or personnel positions.

Duration. Residence courses vary in length from 2 to 14 days of classroom instruction. Distance learning courses range from 5 to 40 contact hours.

Eligibility. Requirements for participants vary for each course. Students can locate the course requirements on the Air Force Portal. Reference the ETCA website at <https://etca.randolph.af.mil> for additional information.

Course Descriptions

MAFHRMS108 Basic Civilian Training Force Development Specialist Course **40 Contact Hours**

This DL course provides force development specialists (FDS) with basic skills and knowledge in areas of training and development. Subject coverage includes the following areas: operational force development specialist guidance, resource management, Standard Form 182, leadership, and systems applications.

MAFHRMS109 Advanced Civilian Training Force Development Specialist Course **40 Contact Hours**

This DL course provides experienced civilian training force development specialists insight into the overall FDS function and its relationship to the total civilian personnel management program. It covers complex, controversial, and precedent-setting aspects of such areas as career programs, developing and managing the training budget, advising management on the determination of training needs, staff development, procurement training, management of training, and evaluating the training program. The curriculum is designed to enable students to assist and guide personnel on civilian training matters, identification and prioritization of training needs, and resource management and to provide advisory service to management and employees.

MAFHRMS110 Basic Employee-Management Relations Course **23 Contact Hours**

This DL course provides personnel assigned to the employee-management relations (EMR) course with the basic skills and procedures for dealing with situations in areas such as conduct, discipline, appeals and grievances, health and safety, premium pay, drug and alcohol abuse control, and program evaluation.

MAFHRMS112 Advanced Employee- Management Relations Course **36 Contact Hours**

This resident course is to intensify and broaden the skills of full-performance-level EMR specialists to enable them to better understand, plan, and formulate meaningful personnel programs and to use sound methods in resolving problem cases. This course improves the effectiveness of EMR specialists by providing insight into the overall EMR program and its relationship to the total civilian personnel management program. It covers complex, controversial, and precedent-setting aspects of various EMR program areas, including

discipline, performance management, drug and alcohol abuse, occupational health and safety, arbitration, and Merit System Protection Board proceedings. This course intensifies and broadens the skills of full-performance-level EMR specialists to enable them to better understand, plan, and formulate meaningful personnel programs and to use sound methods in resolving problem cases.

**MAFHRMS117 Civilian Workyear
Management Course**

32 Contact Hours

This resident course provides orientation, basic knowledge, and skills in the management of an installation's annual civilian employment plan for those delegated the responsibility for the direct management process or for those providing advisory services on civilian personnel resource management, manpower issues, or financial management (civilian pay) issues.

**MAFHRMS118 Equal Opportunity (EO)
Leadership Course**

32 Contact Hours

This resident course empowers EO leaders to be a strategic resource by developing leadership competencies required as key advisors to leaders and customers, to align with the Air Force EO Strategic Plan, and to develop and mentor employees for future growth and development.

**MAFHRMS119 Labor Management
Relations Course**

68 Contact Hours

This resident course prepares participants to administer and negotiate labor union contracts and increases the effectiveness of labor-management relations practitioners in providing advice and guidance to managers representing the Air Force's position in arbitration and other third-party proceedings. The target audience is civilians, GS-9 through GS (GM)-14, and officers, captain through colonel. Its purpose is to prepare negotiating team members to effectively represent management at base level in negotiating written agreements between a labor organization and the activity commander.

**MAFHRMS121 Civilian Personnel
Management Course**

26 Contact Hours

This DL course prepares supervisors of Air Force federal civilian employees for greater effectiveness in the exercise of their civilian personnel management responsibilities and develops skill and judgment in the application of civilian personnel policies, practices, and procedures, providing fundamental

comprehension of civilian personnel functions (classification, staffing, employee/labor management relations, employee development, etc.). Flexibility in our Civilian Personnel Management Course course allows students to perform most coursework according to their schedule. This course satisfies the 5 *Code of Federal Regulations (CFR)*, Section 412.202 requirement for supervisors of civilian employees to receive initial supervisory education within six months of assignment to the supervisory position.

MAFHRMS126 Basic Mediation Course**32 Contact Hours**

This resident course provides basic training to individuals who will serve as mediators for the Air Force. The curriculum includes the presentation of current Air Force policy, the mediation process, interest-based negotiations, Air Force ethical guidelines for mediators, confidentiality in mediations, standards of conduct for mediators, and settlement drafting guidelines. This course is intended for civilian or military individuals who will mediate civilian disputes.

MAFHRMS127 Advanced Mediation Course**40 Contact Hours**

This resident course is to further train individuals to serve as effective mediators for the Air Force. Air Force Policy Directive (AFPD) 51-12, *Alternative Dispute Resolution*, requires the Air Force to use alternative dispute resolution “to the maximum extent practicable and appropriate.” To meet this directive, high-quality mediation training had to be institutionalized in the Air Force. The Advanced Mediation Course creates a small pool of highly trained, experienced mediators in the Air Force that will decrease reliance on expensive contract mediators. The purpose of this course is to prepare advanced mediators by emphasizing the “best practices” in mediation for the Air Force mediator. This course covers all of the advanced techniques one would need to master several areas of mediation practice. This course is intended for civilian individuals who will mediate civilian disputes.

MAFHRMS140 Air Force Sexual Assault Response Coordinator Course**64 Contact Hours**

This resident course educates and provides essential information, processes, and resources through interactive lecture, guided discussions, and role-plays to develop the knowledge and skills of Air Force sexual assault response coordinators (SARC) and fulltime sexual assault prevention and response victim advocates (SAPR VA). This course will enable SARCs and SAPR

VAs to perform their sexual assault prevention, response, and outreach responsibilities, thus building a foundation for excellence in this critical area of Air Force concern.

MAFHRMS405 Manpower Staff

Officer Course

108 Contact Hours

This resident course offers learner-focused education that encompasses Air Staff manpower functions, MAJCOM manpower functions, regional manpower squadron functions, total force, senior leader perspectives, management engineering, manpower programming, Air Force organizations, history of USAF manpower, whole system optimization, the art and science of manpower, student projects, and a capstone team exercise.

MAFHRMS408 Airman and Family

Readiness Basic Course

40 Contact Hours

This resident course is designed to provide learner-focused education for newly assigned (within initial 3-12 months) readiness noncommissioned officers (RNCO), community readiness consultants, and community readiness specialists on Airman and Family Readiness fundamental basics to include Air Force policy, guidance, core service programs, consulting, crisis response, case management, and an introduction to critical thinking and project management for professional development. Two Community College of the Air Force (CCAF) credits are awarded to eligible participants.

MAFHRMS415 Leadership Strategies for

Civilian Personnel Advisors Course

32 Contact Hours

This resident course arms base-level civilian personnel leaders with tools and techniques to enhance their strategic advisory capabilities.

MAFHRMS416 Military Personnel

Management Course

16 Contact Hours

This DL course provides essential knowledge-based training to civilian personnel who are entering supervisory assignments over military personnel. The training covers sources of authority governing military personnel management, unique aspects of the military Airman, career management issues, and performance management for the military Airman. This course provides the essential information, policies, and procedures and, most important, where to go for resources to use in each of these areas. The course covers Air

Force subject matter and not information about sister services. The student target population for this course is first-level civilian supervisors of Air Force military personnel. Civilians that are also current Air Force Guard/Reserve or retired from Air Force active duty/Guard/Reserve within the five years prior to the start of the course are waived from completing this course (this includes active Guard Reserve/Air Reserve technician/individual mobilization augmentee).

MAFHRMS417 USAF Supervisors Course **36 Contact Hours**

This DL course helps prepare new supervisors with knowledge and practical skills in interpersonal communications, goal setting, coaching, employee and self-development, team building, conflict management, and transitioning to management and leadership roles. The course is mandatory for all first-time Air Force civilian supervisors and for active duty, Guard, and Reserve military that have not had an equivalent course within the last five years. The course satisfies the Title 5 *CFR* Section 412 requirement for the Air Force to provide initial training as an individual makes the critical transition to become a new supervisor.

MAFHRMS418 Advanced USAF Supervisors Course **20 Contact Hours**

This DL course is for supervisors who already have three or more years of supervisory experience, but for whatever reason, have not completed the USAF Supervisors Course. The course helps enhance the supervisors' knowledge and skills in critical thinking, strategic planning, change management, coaching/mentoring, and other leadership and management competencies. The course satisfies the Title 5 *CFR* Section 412 requirement for the Air Force to provide initial training as an individual makes the critical transition to become a new supervisor.

MAFHRMS419 New Employee Orientation Course **4.5 Contact Hours**

This DL course provides newly hired civilian employees a curriculum of instruction to enable insight into the environment, function, and culture of the US Air Force. The topics for this course include Air Force heritage, institutional basics, customs and courtesies, wingman concepts, force development, and personnel administration. It is delivered asynchronously via the Advanced Distributed Learning Service (ADLS).

**MAFHRMS420 USAF Supervisory
Refresher Course**

20 Contact Hours

This DL course provides experienced Air Force civilian supervisors with a refresher in civilian personnel management fundamentals and a focus on leadership and management competencies and key supervisory skills. The course refreshes and supplements the students' supervisory knowledge and challenges them to develop a deeper application of their supervisory skills to continually improve their job performance. Topics range from building trust and confidence to mentoring/coaching, employee development, and performance management. The goal is for students to expand their knowledge and learn how to better apply the knowledge in their supervisory role. This class satisfies the 5 *CFR*, Section 412.202 requirement for supervisors to receive continuing supervisory education at least once every three years.

MFSS200 Protocol Fundamental Course

56 Contact Hours

This resident course provides personnel with a fundamental knowledge of protocol presented from a base-level perspective. Procedures for administration, meeting and conference planning, entertaining and social events, ceremonies, funding sources, distinguished visitor visits, flightline protocol, flag usage, and escort duties will be discussed.

MFSS250 Mortuary Officers' Course

37 Contact Hours

This resident course provides active duty and air reserve component officer and civilians with the technical aspects of mortuary affairs presented from a managerial perspective. Procedures for care and disposition of the deceased, communications with next-of-kin and higher headquarters, escort and transportation of remains, entitlements and eligibility criteria, and search and recovery operations will be discussed, as well as Air Force and contract mortuaries, honor guard, and summary courts officer duties. Students will be introduced to the psychological aspects of the mortuary affairs arena and will review current case studies.

MFSS255 Mortuary Technicians' Course

40 Contact Hours

This resident course prepares enlisted personnel and civilians working in a base-level mortuary affairs office to understand their role in the Air Force Mortuary Affairs Program. Topics include Air Force mortuary affairs overview; case file administration; entitlements; escorts; transportation; family assistance representative and summary courts officer responsibilities; dressing,

casketing, and inspecting remains; contracting and payment for mortuary services; communications; wrapping nonviewable remains; search and recovery; person authorized to direct disposition (PADD) briefings; and the defense casualty information processing system. The course includes a case file build exercise, as well as search and recovery exercise and PADD briefing exercises.

**MFSS275 Force Support
Contingency Course**

37 Contact Hours

This resident course targets force support officers and senior enlisted members assigned to specific UTCs for command and leadership expeditionary teams during contingencies. The course consists of general force support contingency operations and addresses areas of concern to leaders in contingency situations, such as force beddown and base recovery. Major components of the course include enduring principles, organizational structures, command and control, contingency personnel program support, resource management, installation development, leadership and management, and sustainment operations, including bare-base sustainment initiatives. This course is required by combatant component staffs of Force Support Squadron (FSS) deploying leadership teams, as those staffs provide site-specific capabilities and operations during the course.

MFSS300 FSS Flight Leadership Course

34 Contact Hours

This DL course is for officers and civilian equivalents holding flight chief/commander positions in the FSS. Successful completion of MFSS300, FSS Flight Leadership Course, is a prerequisite for all other FSS flight leadership courses. Attendance in this course is recommended within 120 days of being assigned as a flight leader and no sooner than two years after the initial skills course. The course focuses on general flight leadership topics including the 38P knowledge, skills, and abilities (KSA), financial management, marketing, ethical leadership, and force development. This interactive course requires self-directed study in the Blackboard learning management system, virtual group projects with student presentations, and online webinars.

**MFSS315 FSS Community Services
Flight Leadership Course**

37 Contact Hours

This resident course is for civilians and officers selected to be or serving as force support community services flight chief/commander. The course focuses on community services flight-specific topics including senior leader perspective,

activity programs, NAF financial management, standards, environmental issues, programming, commander expectations and key issues, and other related topics. Attendance in this course is recommended within 120 days of being assigned as a flight leader. The prerequisite course is MFSS300, FSS Flight Leadership Course.

**MFSS316 FSS Development
Flight Leadership Course**

34 Contact Hours

This DL course is for officers and civilian equivalents holding force development flight chief/commander positions. Successful completion of MFSS300, FSS Flight Leadership Course, is a prerequisite for attending this course. Attendance in this course is recommended within 120 days of being assigned as a flight leader and no sooner than two years after the initial skills course. The course focuses on force development flight-specific topics including field operating agency perspective, education and training section operations, library operations, professional development section operations, Airman Leadership School operations, and flight-specific information on management information systems, construction program management, test security, awards and recognition, and other related topics. This interactive course requires self-directed study in the Blackboard learning management system, virtual group projects with student presentations, and online webinars through a webinar platform. Students will become more effective and confident flight chief/commanders by knowing more about what is expected of them and the personnel working for them and by creating networks of fellow new and experienced flight commanders during the course.

**MFSS317 FSS Airman and Family Services
Flight Leadership Course**

36 Contact Hours

This resident course is designed to provide learner-focused education for newly assigned (within initial 3–12 months) officers and civilian equivalents holding Airman and family services flight chief positions. This course provides an operational perspective on Air Force policy, guidance, key programs/issues in the flight, critical thinking, and project management skills. Subject matter experts from Air Staff, operations, and installations provide current, relevant, and applicable interactive lessons to include a class Capstone addressing current flight challenges.

MFSS318 FSS Sustainment Services**Flight Leadership Course****40 Contact Hours**

This resident course is for officers and civilian equivalents holding FSS sustainment services flight chief/commander positions. Attendance in this course is recommended within 120 days of being assigned as a flight leader and no sooner than two years after the initial skills course. This course provides an operational perspective on key programs/issues in the flight, including fitness centers, dining facilities, lodging operations, and other flight areas as appropriate. It also includes a presentation by a senior civilian from the Air Staff on current/future issues impacting the career field. This active course includes homework assignments, group projects, and student presentations. The emphasis is on flight leadership and helping to maintain the well-being of our "Airmen weapons system."

MFSS319 FSS Manpower and Personnel**Flight Leadership Course****40 Contact Hours**

This resident course is for officers and civilian equivalents holding FSS manpower and personnel flight chief/commander positions. Attendance in this course is recommended within 120 days of being assigned as a flight leader and no sooner than two years after the initial skills course. This course focuses on manpower and personnel flight-specific topics including military personnel support section operations, manpower and organization section operations, civilian personnel support section operations, systems and reports, Total Force Service Center operations, war-fighter prep, and other related topics. This course includes homework assignments, group projects, and student presentations.

MFSS375 Force Support Operations**Officer Course****35 Contact Hours**

This DL course is offered via Blackboard to all FSS deputies and operations officer (OPSO). Students are exposed to topics necessary to fulfilling roles as an FSS deputy or OPSO. The curriculum includes a review and application of force support enduring principles and capabilities, KSAs, squadron organization and processes, marketing, resource management, readiness and planning processes, installation contingency plans, installation force accountability, financial resources, customer service, personnel resources, leadership, support advisor responsibilities, and other related topics. This engaging course includes homework assignments, group projects, and student presentations.

MFSS400 Force Support Squadron Leadership Course

80 Contact Hours

This resident course provides FSS commanders, and civilian directors with a familiarization of force support enduring principles, A1 capabilities, key KSAs, FSS organization and mission; how to organize for success; resource management; current issues/trends in the FSS Flights; readiness responsibilities; and other pertinent topics necessary to fulfill roles as an FSS commander or director and the base strategic advisor for A1 issues. During the course, students receive instruction from senior A1 leaders (e.g., AF/A1, AFPC/CC) and functional experts. Students also participate in seminars with current and graduated squadron commanders, FSS superintendents, and a wing and/or group commander where they have discussions and receive insight on subordinate, peer, and senior command expectations.

Defense Financial Management and Comptroller School

Internet Address

<http://www.au.af.mil/au/ecpd/dfmcs>

Program Description. The Defense Financial Management and Comptroller School (DFM&CS) focuses on developing broad comptroller skills, including critical thinking, analysis, advisory responsibilities, strategic orientation, leadership, and effective communications for DOD financial managers. This mission is achieved through presentations, interactive seminars, networking, small group discussions, and facilitated exercises. The DFM&CS teaches two courses: the Defense Financial Management Course (DFMC) and the Defense Decision Support Course (DDSC). The DFMC is taught in a blended learning manner, with approximately one week of course work completed via distance learning from the members' home stations followed by 14 academic days in-residence at Maxwell AFB. The DDSC is a four-day resident course taught at Maxwell AFB and at locations around the world. These courses bridge the gap between technical functions and broad financial management (FM) leadership responsibilities. The students must actively participate, formulate individual and group goals, and successfully complete homework and test requirements. The courses are challenging, and graduates of the DFMC receive graduate-level credit for their work.

Learning Outcomes

- Demonstrate the ability to advise senior leaders by using enhanced strategic decision-support techniques.
- Apply new techniques and concepts to improve personal leadership and interpersonal skills.
- Explain the impact of organizational relationships on the DOD mission.
- Appreciate the diverse FM disciplines within DOD.

Faculty. Instructors at the DFM&CS possess a graduate-level degree in finance, accounting, or a related academic field and at least three years of experience in financial/resource management or a similar area. Currently the faculty includes members representing the Army, Navy, and Air Force.

Duration. The DFMC consists of approximately 25 hours of distance learning work (a combination of online work and written requirements as specified) followed by 14 academic days in-residence at Maxwell AFB. It is conducted three to four times per year.

The DDSC is four academic days and is conducted one or two times per year in-residence at Maxwell AFB. It may also be scheduled as a mobile course conducted upon request at installations throughout the world.

Eligibility. The target grades for DFMC students are O-4 and above, GS-12 and above, and E-8 and above (Air Force E-9s are not eligible for DFMC). O-3s, GS-11s, and E-7s are authorized to attend by exception only.

The target audience for the DDSC varies depending on the location. To assist in managing throughput and funding, the target audience for resident DDSC classes is the same as the target audience for DFMC. To help facilitate organizational change and increase throughput, mobile DDSC classes are open to any available rank or grade. Students selected for this course should already possess a broad knowledge of the DOD FM environment, a strategic perspective, and above-average critical/creative thinking and communication skills (oral and written).

Attendance is authorized for personnel outside the comptroller career area when the training requirement is assessed against positions and responsibilities in resource management and associated fund management. Non-comptroller personnel nominations must include a statement, endorsed by the major command/agency comptroller, highlighting the benefits of attendance.

Completion Requirement. Participants must complete all testing, writing, speaking, and seminar participation assignments, which demonstrate comprehension of the material and the ability to apply it in a professional environment.

Course Descriptions

MLMDC503 Defense Financial Management Course

115.75 Contact Hours

This blended learning curriculum focuses on developing skill sets for students who will eventually be placed in senior leader FM roles. Those enrolled in the course will become graduate students while in attendance. As such, they will complete various homework readings and assignments. They must actively participate in seminar discussions and complete various writing and speaking requirements to enhance their communication skills, including writing a financial management–related position paper. The course combines seminar discussions, faculty lectures, distinguished guest speakers, and experiential learning to allow students to sharpen their skills for leading teams, leading change, managing conflict, critical thinking, strategic orientation, networking, communication, and advising senior leaders.

MLMDC504 Defense Decision Support Course

26.25 Contact Hours

This resident curriculum focuses on the concepts related to understanding financial management decision support. The curriculum also addresses transforming roles of FM staff officers and improving financial managers' ability to deliver relevant and credible advice to leaders at all levels. The course defines decision support, introduces a decision support model, describes various analytical tools and techniques, and allows students to practice putting the concepts into action through interactive scenarios.

USAF Chaplain Corps College

Internet Address

<http://www.chaplaincorps.af.mil>

Program Description. The curriculum provides the highest-quality professional continuing education, technical training, and resources to provide

spiritual care and advice to leadership. The Air Force Chaplain Corps College (AFCCC) conducts five chaplain assistant apprentice courses, four basic chaplain courses, two chaplain corps spiritual leadership courses, two deputy wing chaplain courses, two wing chaplain courses, two superintendent/noncommissioned officers in charge (NCOIC) chapel operations courses, one senior chaplain course, one chaplain assistant senior leadership course, one chaplain candidate course, and one spiritual care for the wounded warrior course each year. If funding is available, the college may offer additional PCE courses each year covering topics of interest to the Chaplain Corps.

Learning Outcomes

- Perform professional duties and responsibilities commensurate with the roles of chaplains and chaplain assistants in providing spiritual care.
- Understand and apply key principles to advising leadership and commanders in the discharge of their responsibilities to provide for the free exercise of religion in the context of military service as guaranteed by the Constitution with regard to ethical, moral, and morale issues and needs for all Airmen.
- Understand and demonstrate how chaplains and chaplain assistants provide religious accommodation for the free exercise of religion for all Airmen and their families and respect a pluralistic religious environment and support all faith groups.
- Apply spiritual leadership principles and demonstrate transformational leadership within the Chaplain Corps.
- Comprehend expeditionary Air Force requirements and demonstrate how to provide ministry in the readiness and deployed environment.
- Leverage religious support team operations and team building to accomplish the Chaplain Corps mission.
- Develop, implement, control, and evaluate religious programs to ensure unit and wing ministry effectiveness to include unit engagement, worship, liturgies, rites, and other religious requirements for all faith groups.
- Understand and demonstrate resource management of funds, facilities, supplies, and equipment to include chapel administration.
- Demonstrate crisis intervention and counseling techniques and comprehend privileged communication.

Faculty. AFCCC chaplain teaching faculty members must possess a master's degree in divinity or a comparable field and be endorsed by their ecclesiastical body. Chaplain assistant teaching faculty may possess higher degrees of education but must be certified in education training programs.

Duration. Courses vary in length from 3 to 40 days.

Eligibility. The prerequisites for the Basic Chaplain Course and Chaplain Assistant Apprentice Course are selection for duty as a chaplain or chaplain assistant. Chaplains must complete commissioned officer training before attending the Basic Chaplain Course. Other courses are pulse-point and just-in-time training to meet the needs of the Chaplain Corps.

Reference the ETCA website at <https://etca.randolph.af.mil> for additional information.

Completion Requirement. Students evidence mastery of the chaplain concepts and processes used in the accomplishment of ministry within the Air Force and pass required exams and measurements.

Course Descriptions

MAFCSI101 Basic Chaplain Course (BCC) 240 Contact Hours

This resident course introduces chaplains to the unique aspects of ministry within the Air Force and facilitates the new chaplain's transition from civilian ministry to ministry within the Air Force community. It prepares chaplains to work as a team with clergy of various faiths. It teaches unique Air Force subjects such as military funerals, funds management, interfaith worship, inclusive chapel programs, ministry in a readiness environment, chaplain administrative responsibilities, and counseling skills.

MAFCSI114 Deputy Wing Chaplain Course (DWCC) 80 Contact Hours

This resident course prepares selected chaplains for supervisory responsibilities and for leadership of major faith group programs. Topics include personnel management, resource management, leadership development, and other areas as identified by the functional manager.

MAFCSI115 Wing Chaplain Course (WCC) 80 Contact Hours

This resident course trains selected chaplains to function in senior leadership positions. Topics include structure, mission, and vision of the Air Force

chaplaincy; dynamics of leadership in the multifaceted role of the senior chaplain; personnel and resource management; and other issues identified by the functional manager.

**MAFCSI118 Wartime Ministry
Skills Workshop**

24 Contact Hours

This resident course prepares selected chaplains and chaplain assistants for effective wartime ministry. Topics include establishing chapel operations, operational and deployed parish ministry and support, current topics in Islam, the impact of war (psychological, emotional, physical, and spiritual), just war issues, force protection during wartime operations, resourcing ministry in the area of responsibility (AOR), and advising command leadership.

MAFCSI123 Pastoral Counseling Course

24 Contact Hours

This resident course prepares selected chaplains to heighten counseling skills. Students learn, practice, watch, and employ brief pastoral counseling tools using the solution-focused brief counseling model. Topics include empathic listening, attending to counselees' needs, rapid assessment, focused spiritual diagnosis, and the demonstration of hope for client change.

**MAFCSI124 Redeployment, Reintegration,
and Reunion Issues Course**

24 Contact Hours

This resident course prepares selected chaplains and chaplain assistants to deal with the impact of redeployment, reunion, and reintegration in light of current deployment cycles and the changing nature and complexity of war. Topics include preventing and recognizing the effects of post-traumatic stress, tools for effective reintegration, and managing issues related to redeployment.

**MAFCSI125 Chaplain Spiritual
Leadership Course**

40 Contact Hours

This resident course prepares selected chaplains to deal with current issues affecting the Chaplain Corps as they relate to senior leaders.

**MAFCSI128 Religious and Cultural Awareness:
Tools and Techniques**

24 Contact Hours

This resident course equips the Chaplain Corps with skills necessary for acquiring religious and cultural competence in order to advise leaders at tactical, operational, and strategic levels. The course focuses on the impact religion has

on cultural norms and how cultural norms impact religion in areas of national strategic interests. The course is open to chaplains and chaplain assistants.

MAFCSI129 Senior Chaplain Course **24 Contact Hours**

This resident course prepares selected chaplains to deal with current issues affecting the Chaplain Corps as they relate to senior leaders in MAJCOM positions. The course will provide essential analytical tools for identifying and addressing religious issues throughout the geopolitical spectrum. The student will learn strategic planning methodology and demonstrate the ability to construct a comprehensive strategic plan.

MAFCSI130 Chaplain Corps Current Education Issues Course **24 Contact Hours**

This resident course addresses current hot issues and topics faced by the Chaplain Corps. It gives the Chaplain Corps the capability to respond quickly to emergent needs. It gives students essential analytical tools for identifying and addressing religious issues throughout the geopolitical spectrum.

MAFCSI131 Chaplain Assistant Senior Leadership Issues Course **24 Contact Hours**

This resident course addresses senior chaplain assistant issues and topics. The course provides students with essential analytical tools for identifying and addressing religious support issues throughout the geopolitical spectrum. The course also provides students with techniques for advising leaders on moral, ethical, and religious issues at the strategic level.

MAFCSI132 Spiritual Care for Wounded Warriors **24 Contact Hours**

This resident course addresses the mental, physical, and spiritual care necessary to provide for physically and emotionally wounded warriors. It provides the Chaplain Corps the capability to respond accurately and quickly, using current tools, methodology, and terminology. Further, it introduces the concept of vicarious traumatization and the awareness of when to refer.

MAFCSI133 Ministry to Young Adults **24 Contact Hours**

This resident course takes current benchmarked Airman Center programs and uses them to train chaplains and chaplain assistants in their creation and sustainment. The emphasis is on authentic community, service before self,

spiritual formation, and moral/character development while maintaining a distinctively global ministry focus.

MAFCSI136 Chaplain Assistant Crisis

Intervention Counseling

24 Contact Hours

This resident course prepares chaplain assistants to conduct intervention and crisis counseling. It updates chaplain assistants on the latest techniques and processes for intervening in crisis situations.

MAFCSI137 Superintendent/NCOIC,

Chapel Operations Course (SCOC)

24 Contact Hours

This resident Superintendent/NCOIC/Chapel Operations Course addresses concepts, techniques, and processes involved in leading and managing chapel operations. This course draws on the subject matter expertise of AFCCC faculty, diverse field experiences of students, Air Force Chaplain Corps strategic-level leaders, as well as the knowledge of guest presenters in order to maximize learning.

Advanced Nuclear Concepts Course

Internet Address

<http://cpc.au.af.mil/>

Program Description. The course provides an in-depth look at key aspects of the Air Force nuclear enterprise to enable better understanding of nuclear deterrence history, theory, and application; nuclear operations policy and strategy; nuclear incident/accident response; and nuclear surety and effects. Attendees receive updates on current Air Staff/DOD/Department of Energy nuclear policy and procedures. This course is taught five times per year at Kirtland AFB, New Mexico. This education is a primary component of the chief of staff of the Air Force's (CSAF) vision to strengthen the Air Force nuclear enterprise.

Learning Outcome. Core nuclear Airmen will be prepared to assume leadership/higher headquarter positions dealing with the implementation of nuclear policy, management of the nuclear enterprise, and execution of strategic deterrence operations.

Faculty. The qualifications for faculty include extensive backgrounds in the Air Force nuclear enterprise (nuclear operations [e.g., intercontinental ballistic missile (ICBM)/bomber operations], nuclear security forces, missile and nuclear weapons maintenance, arms control, weapons systems acquisition, and/or policy development) to provide the professional functional expertise. The course uses adjunct professors, visiting instructors, and subject-matter experts from AU, the National Nuclear Security Administration (NNSA), the national nuclear laboratories (e.g., Sandia National Lab [SNL], Lawrence Livermore National Lab [LLNL], and Los Alamos National Lab [LANL]), the Air Force Nuclear Weapons Center (AFNWC), Headquarters Air Staff, the Defense Threat Reduction Agency (DTRA), Air Force Global Strike Command (AFGSC), and United States Strategic Command (USSTRATCOM) to provide specific academic focus on nuclear topics. In addition, a retired Air Force general officer with extensive experience in the Air Force nuclear enterprise serves as an in-residence senior mentor for each class.

Duration. This course is delivered in five days.

Eligibility. E-8 through E-9, O-4 through O-6, civilian-equivalent core nuclear Airmen assigned to squadron/group leadership positions or occupying Headquarters Air Force (HAF), major commands (MAJCOM), combatant commands, numbered air forces, and joint staff billets at the action officer/ branch chief level with nuclear operations, maintenance, logistics, support, or acquisition responsibilities within the nuclear enterprise. DOD secret security clearance with restricted data (RD) and critical nuclear weapons design information (CNWDI) access is required for the course.

Reference the ETCA website at <https://etca.randolph.af.mil> for additional information (ETCA course number: MNUC300).

Completion Requirement. Students must complete the following 40-hour in-residence program and demonstrate satisfactory understanding of the Air Force nuclear enterprise by successfully finishing the end-of-course exercise to graduate.

Course Description

MNUC300 Advanced Nuclear Concepts Course

40 Contact Hours

The major areas of instruction cover nuclear history and life cycle, nuclear effects, nuclear surety, nuclear command and control, nuclear policy/strategy/deterrence theory, the US nuclear enterprise, nuclear accident/incident response,

and stockpile maintenance and sustainment. These subjects are essential for individuals who have reached at least the nine-year point working in the Air Force nuclear enterprise. The course is designed to enhance awareness of the USAF's nuclear mission among core nuclear Airmen occupying or moving into wing/squadron leadership and/or higher headquarters staff positions who deal with the implementation of nuclear policy, management of the nuclear enterprise, and execution of nuclear deterrence operations. Facilitated discussions and exercises are designed to enhance student critical thinking on twenty-first-century nuclear deterrence operations issues.

Senior Leader Nuclear Management Course

Internet Address

<http://cpc.au.af.mil/>

Program Description. The purpose of the Senior Leader Nuclear Management course is to provide a forum for senior leaders to discuss deterrence theory, nuclear policy, arms control, and other nuclear issues. A retired Air Force general officer with extensive experience in the Air Force nuclear enterprise serves as an in-residence senior mentor and facilitator for each class. This education is a primary component of the CSAF's vision to strengthen the Air Force nuclear enterprise.

Learning Outcome. Graduates will give examples on nuclear issues and implications for the nuclear enterprise.

Faculty. The qualifications for faculty include extensive backgrounds in the Air Force nuclear enterprise (nuclear operations [e.g., ICBM/bomber operations], nuclear security forces, missile and nuclear weapons maintenance, arms control, weapons systems acquisition, and/or policy development) to provide professional functional expertise. The course uses adjunct professors, visiting instructors, and subject-matter experts from AU, NNSA, the national nuclear laboratories (e.g., SNL, LLNL, and LANL), AFNWC, Headquarters Air Staff, DTRA, AFGSC, and USSTRATCOM to provide specific academic focus on nuclear topics. In addition, a retired Air Force general officer with extensive experience in the Air Force nuclear enterprise serves as an in-residence senior mentor for each class.

Duration. This course is delivered in two days.

Eligibility. Senior leaders with the following experience and/or background are eligible to attend this course: (1) those working internal to the nuclear enterprise in an O-6/civilian-equivalent level HAF/MAJCOM three-letter or wing/group command billet, (2) E-9s in similar functional expert billets, and (3) flag officers and senior executive service (SES) personnel that have nuclear responsibilities anywhere in their portfolio of responsibilities. A DOD top secret security clearance with CNWDI access is required for the course.

Reference the ETCA website at <https://etca.randolph.af.mil> for additional information (ETCA course number: MNUC400).

Completion Requirement. Students must complete the following 16-hour resident program and participate in case-study development to graduate.

Course Description

MNUC400 Senior Leader Nuclear Management Course

16 Contact Hours

This course prepares senior Air Force leaders (flag officers/SES personnel and O-6/GS-15 working internal to the nuclear enterprise in wing/unit command or MAJCOM/air staff/joint staff director/division chief level billets or E9's in command chief or similar functional expert billets) with the leadership tools and understanding of command challenges, resources, and operational concepts that are the basis of the US government's nuclear weapons posture. Facilitated small-group discussions and focused case studies examining US nuclear policy, doctrine, and deterrence strategy and theory enhance participants' understanding, articulation, and advocacy of USAF nuclear policy positions.

Air Force Nuclear Fundamentals Course

Internet Address

<http://cpc.au.af.mil/>

Program Description. This course is designed to enhance awareness among Airmen of the USAF nuclear mission. This course covers nuclear weapon fundamentals, force structure, nuclear stockpile guidance, planning and assessment, the DOD/Air Force nuclear surety program, and the nuclear community. The course provides a broad overview of the enterprise designed to

create a standard frame of reference within which to explore the USAF nuclear mission, capabilities, and issues.

Learning Outcome. Graduates will gain a better understanding of the purpose and role of nuclear weapons in our national security; current US and foreign nuclear force structure; nuclear deterrence operations; basic nuclear weapon safety and operations concepts; nuclear weapons life cycle, sustainment, and assessment; and the USAF's nuclear surety program.

Faculty. The qualifications for faculty include extensive backgrounds in the Air Force nuclear enterprise (nuclear operations [e.g., ICBM/bomber operations], nuclear security forces, missile and nuclear weapons maintenance, arms control, weapons systems acquisition, and/or policy development) to provide the professional functional expertise. The course uses adjunct professors, visiting instructors, and subject-matter experts from AU, NNSA, the national nuclear laboratories (e.g., SNL, LLNL, and ANL), AFNWC, Headquarters Air Staff, DTRA, AFGSC, and USSTRATCOM to provide specific academic focus on nuclear topics. In addition, a retired Air Force general officer with extensive experience in the Air Force nuclear enterprise serves as an in-residence senior mentor for each class.

Duration. This course is delivered in four and a half days.

Eligibility. Airmen identified as core nuclear Airmen in grades E-6 and E-7, O-3 and O-4, and civilian GS-11 through GS-13 who have reached the four-to-nine-year point working in the Air Force nuclear enterprise at the unit, wing, or other organization of a similar level at or below the Numbered Air Force (NAF). Airmen in support roles/noncore nuclear billets assigned to a nuclear unit/job for the first time in a supervisory or decision-making role in grades E-7 through E-9, O-3 through O-6, and civilian GS-11 through GS-15 at the Air Staff, Joint Staff, MAJCOMs, combatant commands, intermediate headquarters, and field units with nuclear operations, maintenance, logistics, support, or acquisition responsibilities within the nuclear enterprise. DOD secret security clearance with RD and CNWDI access are required for the course.

Reference the ETCA website at <https://etca.randolph.af.mil> for additional information (ETCA course number: MNUC200).

Completion Requirement. Students must complete the following 36-hour in-residence program and demonstrate through active class participation a fundamental understanding of the Air Force nuclear enterprise, its components, and core mission.

Course Description

MNUC200 Air Force Nuclear Fundamentals Course

36 Contact Hours

The major areas of instruction cover the purpose and role of nuclear weapons in our national security; current US and foreign nuclear force structure; nuclear deterrence operations; basic nuclear weapon safety and operations concepts; nuclear weapons life cycle, sustainment, and assessment; and USAF's nuclear surety program. Facilitated discussions and lectures supported by video presentations and a classified tour of the DTRA Nuclear Weapons Informational Museum (NWIM) are used to enhance student awareness of the USAF's nuclear mission and the importance of nuclear surety to the effectiveness of the nuclear deterrence mission. This course is taught eight times per year at Kirtland AFB, New Mexico. This education is a primary component of the CSAF's vision to strengthen the Air Force nuclear enterprise.

Air Force Continuous Process Improvement Black Belt Certification Course

Internet Address

<http://www.au.af.mil/au/ecpd>

Program Description. The Air Force Continuous Process Improvement (CPI) Black Belt Certification Course is intended to ensure a basic understanding of why, how, and when each of the process improvement methodologies should be used. The course will provide a limited approach to the relationships between Lean (L), Six Sigma (6S), Theory of Constraints (ToC), and Business Process Reengineering (BPR). This course is the bedrock of a more robust process improvement initiative, providing the education required by all potential members of a team charged with process improvement.

Learning Outcomes. Learning in this course will allow students to provide value to the USAF by supplying them with the tools to lead efforts to maximize value and eliminate waste in all environments—operational, support, and otherwise—and fully integrate continuous process improvement (CPI) across the Air Force.

Faculty. All instructors are experienced (black-belt certified) active-duty, Reserve, or Guard members of the US military or DOD civilians.

Duration. This course lasts 10 academic days.

Eligibility. This course is open to all active-duty Air Force, Reserve, and Guard officers, and DOD civilians and enlisted personnel in the grades of TSgt through CMSgt. Except in rare instances, students are required to complete CPI green-belt certification prior to attending this course.

Completion Requirements. Upon completion of the training, the students are prepared to assist leadership in executing L, 6S, and ToC projects or to assist experienced greenbelts in conducting process improvement events. The students will also be prepared to mentor new students and teach in the L/6S/ToC/BPR areas taught in the course.

Course Description

MAFSO21 Black Belt Certification Course

80 Contact Hours

This course includes advanced process improvement methodologies, group dynamics, facilitation, and process engineering training in a classroom environment followed by participation and application of skills in a series of lean, process reengineering, or other CPI events or projects in more than one CPI methodology, with one or more events at a cross-functional or enterprise-wide level. Green belt certification is a prerequisite for black-belt training. The DOD course, sponsored by SAF/USMS, satisfies black-belt certification requirements.

Joint Flag Officer War-Fighting Course

Internet Address

<http://www.au.af.mil/au/lemay/>

Program Description. The course prepares two-star general officers of the four services for theater-level combat leadership. It is tailored to provide future theater combatant commanders and service component and joint task force (JTF) commanders with a broad perspective of the strategic and operational levels of war. Instruction for the course comes from senior national-level civilian and military representatives, flag officers serving as combatant commanders, and retired, battle-tested officers. Retired war-fighting generals draw from their combatant

and component commander experience to lead a campaign-planning exercise focused in various parts of the world across the continuum of conflict.

Through the study of war fighting, military doctrine, and the application of unified, joint, and combined combat forces, the attendees will be better prepared to respond to crises. The Joint Flag Officer War-Fighting Course (JFOWC) is a two-week course that is offered twice a year. Each class is limited to 19 general/flag officers and senior executive civilians who represent the military services.

Learning Outcomes. As directed by Chairman, Joint Chiefs of Staff Instruction (CJCSI) 1800-01D, *Officer Professional Military Education Policy*, Appendix L to Enclosure E.

Faculty. Instruction for the course comes from senior national-level civilians and military representatives, flag officers serving as combatant commanders, and retired, battle-tested officers.

Duration. The JFOWC is delivered in 10 academic days.

Eligibility. Per CJCSI 1800-01D, Appendix L to Enclosure E, and a memorandum of understanding (MOU) between the four executive agents, attendees will normally consist of 18 general/flag officers in the rank of major general/rear admiral–upper half or brigadier general (promotable)/rear admiral–lower half (promotable) at least a year after their attendance at capstone.

Reference the ETCA website at <https://etca.randolph.af.mil> for additional information (ETCA course number: MAAFNJ007).

Completion Requirement. Students must successfully complete all pass/fail evaluations and exercises.

Syllabus

MAAFNJ007 Learning Areas	Contact Hours
National Security Strategy	8.50
National Planning Systems and Processes	10.00
National Defense Strategy	11.50
National Military Strategy and Organization	8.00
Theater Strategy and Campaigning	27.75
The Role of Strategic Communication in Twenty-First-Century Warfare	7.00
Strategic Leader Development	12.25
Total	85.00

Note: CSJCI 1800-01C uses the term *learning area* vice *curriculum area*.

Learning Area Descriptions

National Security Strategy **8.5 Contact Hours**

- Role of Congress in military affairs and how Congress views the military.
- Role of military leaders in developing national political objectives.
- Four elements of national power and how the elements are used during a crisis.
- Relationship between the strategic and military end states and how they differ and influence stability operations and redeployment.

National Planning Systems and Processes **10 Contact Hours**

- Role of joint doctrine as it applies to operations planning, mobilization, deployment, employment, sustainment, and redeployment.
- Effect of time, coordination, policy, politics, doctrine, and national power on the planning process.
- Joint strategy development and operational planning process.

National Defense Strategy **11.50 Contact Hours**

- How the military operationalizes the national defense strategy to address strategic challenges by setting priorities among competing capabilities.
- How the military dissuades potential adversaries from adopting threatening capabilities, methods, and ambitions, particularly by sustaining and developing key US military advantages.

National Military Strategy and Organization **8 Contact Hours**

- The combatant commander's perspective and the role of subordinate commanders in developing, deploying, employing, and sustaining military forces.
- Roles, relationships, and functions of the president, secretary of defense, chairman of the Joint Chiefs of Staff, combatant commanders, secretaries of the military departments, and the service chiefs as related to the national military strategy.

Theater Strategy and Campaigning **27.75 Contact Hours**

- Role of the unified commander in developing theater plans, policies, and strategy.
- Complexities of interagency coordination and support in campaign planning and execution of military operations.
- Challenges and opportunities that may accrue from the combatant commander's regional focus and an ambassador's country focus.
- Multinational campaign plan for a geographic combatant commander in support of national and coalition objectives.

**The Role of Strategic Communication
in Twenty-First-Century Warfare** **7 Contact Hours**

- How theater commanders, component commanders, or JTF commanders access information operations resources and develop responsive information operations plans.
- Impact of national agencies that support the theater commander's requirements for information operations on national security issues.
- How the joint operational planning and execution system is integrated into both theater and operational information-operations campaign planning and execution to support theater and national strategic sustainment and war-fighting efforts.
- Importance of strategic communication in a multinational environment and the impact it has in shaping the information environment.
- How public diplomacy and public affairs are integrated in theater and operational information-operations planning and execution to support theater and national strategic sustainment and war-fighting efforts.

Strategic Leader Development **12.25 Contact Hours**

- Challenges of command at the three- and four-star levels.
- Leadership challenges in a coalition environment.
- Leadership challenges in working with and understanding the cultures of other members of the interagency.

Joint Force Air Component Commander Course

Internet Address

<http://www.au.af.mil/au/lemay/>

Program Description. The course prepares one-, two-, and three-star general officers of all four services for component command leadership. Attendees study war fighting, military doctrine, and application of unified, joint, and combined combat forces so they will be better prepared to respond to crises as functional component commanders.

The course is conducted annually during December at Maxwell AFB, Alabama. When practical, students travel to a major exercise, such as Blue Flag, for the final two days. If a major exercise is unavailable, students may visit an air and space operations center (AOC). The course is limited to 18 active duty (includes Reserve and National Guard) one-, two-, and three-star general officer attendees; one-star general officer selects are permitted by exception. The desired attendee mix is nine US Air Force, four US Navy, three US Marine, and two US Army flag officers.

Learning Outcomes. As directed by CJCSI 1800-01D, *Officer Professional Military Education Policy*, Appendix L to Enclosure E.

Faculty. Instruction for the course comes from senior national-level civilians and military representatives, flag officers serving as combatant commanders, and retired, battle-tested officers.

Duration. The Joint Force Air Component Commander (JFACC) Course is delivered in seven academic days.

Eligibility. Per CJCSI 1800-01D, Appendix L to Enclosure E, attendees should be at least a one-star flag officer (one-star selects may attend on a case-by-case basis). Since these courses build on knowledge from the National Defense University's (NDU) Capstone Course, attendees should complete this congressionally mandated course before attending a component commander course.

Reference the ETCA website at <https://etca.randolph.af.mil> for additional information (ETCA course number: MCADRE004).

Completion Requirement. Students must successfully complete all pass/fail evaluations and exercises.

Syllabus

MCADRE004 Courses	Contact Hours
National Security Strategy	7.25
National Planning Systems and Processes	10.00
National Military Strategy and Organization	9.25
Theater Strategy and Campaigning	17.25
Information Operations	4.25
The Role of Strategic Communication in Twenty-First-Century Warfare	5.00
Strategic Leader Development	7.00
Total	60.00

Course Descriptions

National Security Strategy **7.25 Contact Hours**

- Relationship between political and military objectives and how the relationship may enhance or inhibit the combatant commander in reaching his or her theater military objectives.

National Planning Systems and Processes **10 Contact Hours**

- Joint and service doctrine applicable to the planning and execution of operations in support of theater-level plans and operations.
- How time, coordination, policy, politics, doctrine, and national power affect the planning process.
- Joint strategy development and operational planning processes.

National Military Strategy and Organization **9.25 Contact Hours**

- Combatant commander's perspective and the role of subordinate commanders in developing, deploying, employing, and sustaining military forces.
- Roles and functions of the component commander, including relationships with and perspectives of the combatant commander, combined/joint force commanders (C/JFC), and component commanders (both functional and service).

Theater Strategy and Campaigning**17.25 Contact Hours**

- Role of the unified commander in developing theater plans, policies, and strategy.
- Theater-level strategy development and the development of military objectives, end states, and joint concepts of operations.
- Theater component strategy that supports the C/JFC campaign plan.
- Roles of joint doctrine as they apply to operations planning, mobilization, deployment, employment, assessment, sustainment, and redeployment.
- Issues related to component functioning (i.e., air defense, airspace coordination, theater missile defense, fire support coordination, targeting, rules of engagement, and joint fires). Key components, systems, and processes used to plan, direct, coordinate, control, and assess combined/joint air, land, maritime, and space effects-based operations.

Information Operations**4.25 Contact Hours**

- How theater commanders, component commanders, or JTF commanders access information operations resources and develop responsive information operations plans.
- Historical or ongoing information operations.
- Requirements necessary to collect, collate, and disseminate intelligence information.
- Strategic communication in a multinational environment and the impact it has in shaping the information environment.

The Role of Strategic Communication in**Twenty-First-Century Warfare****5 Contact Hours**

- Role of joint experimentation, joint exercises, research and development, and emerging organizational concepts with respect to transforming the US military.
- Nature of warfare in the information age, to include advanced planning and analysis capabilities.

Strategic Leader Development**7 Contact Hours**

- Unique challenges of operational command at the three-star level.

- Complexities associated with leadership in a coalition environment at the task force, component, and combatant commander levels.
- Complexities associated with leadership in an interagency environment at the task force, component, and combatant commander levels.

Combined Force Air Component Commander Course

Internet Address

<http://www.au.af.mil/au/lemay/>

Program Description. The course prepares one-, two-, and three-star general officers of the four services for component command. Attendees study war fighting, military doctrine, and application of unified, joint, and combined combat forces to be better prepared to respond to crises as functional component commanders.

The course is conducted annually during the summer at Maxwell AFB, Alabama. When practical, students travel to a major exercise, such as Blue Flag, for the final two days. If a major exercise is unavailable, students may visit an air and space operations center (AOC). The course is limited to 18 active duty (includes AFRES and ANG) one-, two-, and three-star attendees; one-star selects are permitted by exception. The desired attendee mix is five USAF, two US Navy, two US Marine, one US Army, and eight allied flag officers.

Learning Outcomes. As directed by CJCSI 1800-01D, *Officer Professional Military Education Policy*, Appendix L to Enclosure E.

Faculty. Instruction for the course comes from senior national-level civilians and military representatives, flag officers serving as combatant commanders, and retired, battle-tested officers.

Duration. The Combined Force Air Component Commander Course (CFACC) is delivered in seven academic days.

Eligibility. Per CJCSI 1800-01D, Appendix L to Enclosure E, attendees should be at least a one-star flag officer (one-star selects may attend on a case-by-case basis). Since these courses build on knowledge from the NDU Capstone Course, attendees should complete this congressionally mandated course before attending a component commander course.

Reference the ETCA website at <https://etca.randolph.af.mil> for additional information (ETCA course number: MCADRE007).

Graduation Requirement. Students must successfully complete all pass/fail evaluations and exercises.

Syllabus

MCADRE007 Courses	Contact Hours
National Security Strategy	7.25
National Planning Systems and Processes	10.00
National Military Strategy and Organization	9.25
Theater Strategy and Campaigning	17.25
Information Operations	4.25
The Role of Strategic Communication in Twenty-First-Century Warfare	5.00
Strategic Leader Development	7.00
Total	60.00

Course Descriptions

National Security Strategy

7.25 Contact Hours

- Relationship between political and military objectives and how that nexus may enhance or inhibit the combatant commander in reaching theater military objectives.

National Planning Systems and Processes

10 Contact Hours

- Joint and service doctrine applicable to the planning and execution of operations in support of theater-level plans and operations.
- How time, coordination, policy, politics, doctrine, and national power affect the planning process.
- Joint strategy development and operational planning processes.

**National Military Strategy
and Organization****9.25 Contact Hours**

- Combatant commander's perspective and the role of subordinate commanders developing, deploying, employing, and sustaining military forces.
- Roles and functions of the component commander, including relationships with and perspectives of the combatant commander, combined/joint force commanders (C/JFC), and component commanders (both functional and service).

Theater Strategy and Campaigning**17.25 Contact Hours**

- Role of the unified commander in developing theater plans, policies, and strategy.
- Theater-level strategy development and the development of military objectives, end states, and joint concepts of operations.
- Theater component strategy that supports the C/JFC campaign plan.
- Roles of joint doctrine as they apply to operations planning, mobilization, deployment, employment, assessment, sustainment, and redeployment.
- Issues related to component functioning (i.e., air defense, airspace coordination, theater-missile defense, fire support coordination, targeting, rules of engagement, joint fires, etc.).
- Key components, systems, and processes used to plan, direct, coordinate, control, and assess combined/joint air, land, maritime, and space effects-based operations.

Information Operations**4.25 Contact Hours**

- How theater, component, or JTF commanders access information operations resources and develop responsive information operations plans.
- Historical or ongoing information operations.
- Requirements necessary to collect, collate, and disseminate intelligence information.
- Strategic communication in a multinational environment and the impact it has in shaping the information environment.

The Role of Strategic Communication in Twenty-First-Century Warfare

5 Contact Hours

- Role of joint experimentation, joint exercises, research and development, and emerging organizational concepts with respect to transforming the US military.
- Nature of warfare in the information age, including advanced planning and analysis capabilities.

Strategic Leader Development

7 Contact Hours

- Unique challenges of operational command at the three-star level.
- Complexities associated with leadership in a coalition environment at the task force, component, and combatant commander levels.
- Complexities associated with leadership in an interagency environment at the task force, component, and combatant commander levels.

Senior Joint Information Operations Applications Course

Internet Address

<http://www.au.af.mil/au/lemay/>

Program Description. This course prepares selected general/flag officers and senior executive civilians of the four services and the DOD to develop information operations into a war-fighting core military competency that will enable combatant commanders to target adversary decision making while protecting US prerogatives. The course also includes interagency attendees. The course is tailored to provide senior leaders with a broad perspective of information operations at the joint theater (operational) and national (strategic) levels of war.

Attendees study war fighting and doctrine as they relate to information operations concepts and principles. Course objectives provide a common framework for understanding and valuing information operations and the necessary law, policies, and procedures that allow planning and integration of information operations into the joint fight; reviewing joint and service doctrine applicable to the planning and execution of information operations;

analyzing the means to effectively communicate US government capabilities and intentions as an important method of combating the plans of US adversaries; examining the current and potential role of interagency and nongovernment organizations; demonstrating the integration of information operations into contingency and crisis plans; evaluating the outcomes and lessons; describing information operations tools, illustrating outcomes of their employment, and explaining lessons from their employment; and illustrating the impact the media has upon operations. Attendance is limited to 18 US flag officers in the grade of brigadier general or major general and equivalent members of the SES.

Learning Outcomes. As agreed upon by the four services.

Faculty. Instruction for the course comes from senior national-level civilians and military representatives, flag officers serving as combatant commanders, and retired, battle-tested officers.

Duration. The Senior Joint Information Operations Applications Course (SJIOAC) is delivered in four and one-half academic days.

Eligibility. Attendees will normally consist of 18 general/flag officers in the rank of major general/rear admiral–upper half, brigadier general/rear admiral–lower half, or members of the SES (or similarly ranked civilians). One-star selects may attend on a case-by-case basis.

Reference the ETCA website at <https://etca.randolph.af.mil> for additional information (ETCA course number: MCADRE006).

Completion Requirement. Students must successfully complete all pass/fail evaluations and exercises.

Syllabus

MCADRE006 Courses	Contact Hours
The Role of Information and Technology in Twenty-First-Century Warfare	3.50
Joint Doctrine for Information Operations	5.00
Information Operations Core Capabilities	5.00
Strategic Communication	2.50
Media Relations	5.00
Public Diplomacy	2.50
Legal and Policy Implications of Information Operations	2.00
Cyber Warfare	7.00
Coalition Perspective	1.25
US Strategic Command Perspective	2.75
Combatant Command Perspective	3.50
Total	40.00

Course Descriptions

The Role of Information and Technology in Twenty-First-Century Warfare

3.50 Contact Hours

- Role of joint experimentation, joint exercises, research and development, and emerging organizational concepts with respect to transforming the US military.
- The nature of warfare in the information age.
- How theater commanders, component commanders, or JTF commanders access information operations resources and develop responsive information operations plans.
- Historical or ongoing information operations.
- The requirements necessary to collect, collate, and disseminate intelligence information.
- The importance of strategic communication in a multinational environment and the impact it has in shaping the information environment.

Joint Doctrine for Information Operations**5 Contact Hours**

- The approach to information operations outlined in Joint Publication (JP) 3-13, *Joint Doctrine for Information Operations*.
- The implications of the joint doctrine for military involvement in inter-agency and multinational affairs.
- The implications of the multinational and nongeographic aspects of information operations.
- Service doctrines for information operations and divergences from joint doctrine.
- Selected non-US approaches to information operations and their implications for US national security.

Information Operations Core Capabilities**5 Contact Hours**

- What constitutes psychological operations (PSYOP), its limits and constraints, and how it is integrated into the planning process?
- The relationship between PSYOP and public affairs and the connection of PSYOP force support to public diplomacy, the challenges and factors that must be accounted for during planning and execution, and examples of when each did or did not work well in concert.
- Planning factors for a military deception (MILDEC).
- Specific examples of MILDEC and their predicted outcomes and actual results.
- Implications of the multinational and “nongeographic” aspects of electronic warfare (EW).
- Current and future EW threats (illustrate the threats with specific examples and experiences).
- Computer network operations effectiveness of US adversaries and the current means in countering them (including nonstate actors).
- Threats commanders face before and during operations and, specifically, the “platforms” US forces use to mitigate and negate the threat.
- How information assurance enables other war-fighting domains.

Strategic Communication**2.5 Contact Hours**

- The DOD perspective regarding strategic communication.
- The near-instantaneous global nature of information and its implications for a multinational environment.
- The importance of strategic communication and the coordination, synchronization, and delivery of strategic effects.
- How public diplomacy and public affairs are integrated into theater and operational information operations planning and execution to support theater and national strategic sustainment and war-fighting efforts.
- How theater, component, or JTF commanders must optimally leverage their public affairs resources and develop a strategic response.
- Specific examples of strategic communication employment: evaluate effectiveness at the strategic, operational, and tactical levels.

Media Relations**5 Contact Hours**

- Causes of the adversarial relationship that often exists between the press and the military.
- The dynamics of strategic communications to numerous audiences (American public, coalition partners, adversaries, and neutrals).
- The impact of various technologies that provide live broadcasts from the battlefield to American living rooms.
- Media issues experienced with recent or ongoing operations.
- Fundamental conflicts of tactical, operational, and strategic security concerns with the media's view of the public's right to know.

Public Diplomacy**2.5 Contact Hours**

- Past and current challenges in disseminating coherent messages. (How do you ensure that the various organisms of the US government maintain a consistent message and overcome policy and procedural differences?)
- Issues of military support to public diplomacy. (You must comprehend the challenges of working in an interagency environment and the "corporate culture" differences that exist and must be overcome to develop national synergy.)

- How public diplomacy and public affairs are integrated into theater and operational information-operations planning and execution to support theater and national strategic sustainment and war-fighting efforts.
- Recent public diplomacy efforts, their effectiveness, lessons learned, and efficacy.
- The relationship between political and military objectives and how the relationship may enhance or inhibit the combatant commander or Combined Forces Command (CFC) in obtaining theater objectives.

Legal and Policy Implications of Information Operations

2 Contact Hours

- Key provisions in standing rules of engagement, policy, statutes, international law, and constitutional law that shape operations.
- Case studies in which the employment of information operations assets was affected by legal or policy factors.
- Means by which military commanders can prepare to handle legal implications of using information warfare assets.

Cyber Warfare

7 Contact Hours

- Attributes and emerging concepts of the future combined/joint force, and how this force incorporates, organizes, plans, prepares, and conducts operations (in cyberspace).
- Advocacy, funding, planning, programming, and budgeting for cyber assets' national organization (national resources, interagency, the DOD, US Strategic Command (USSTRATCOM), etc.).
- Mutual deterrence strategy in cyber warfare.

Coalition Perspective

1.25 Contact Hours

- The complexities associated with leadership in a coalition environment.
- Command and control (C2) challenges facing the joint/combined force component commander, including the personalities of external principals (CFC, other component commanders, and international), transitions, and commander's critical information requirements.

- Key national authority and rules of engagement issues which could impact the joint/combined component force, including national policies and prerogatives, information sharing, and titles.
- Complexities associated with leadership in a coalition environment.
- Force structure, major players, and interoperability issues of allied partners.
- Allied information operations concept of operations and how their commands obtain information operations capabilities within an AOR.

US Strategic Command Perspective

2.75 Contact Hours

- USSTRATCOM Unified Command Plan mission.
- Current issues with synchronization and integration of the DOD information operations and the impact on the war fighter.
- Current competency constructs and how they may require change to meet domestic threats.
- Global and/or transregional nature of the future of US netcentric world.
- Processes for providing reach-back capability to combatant commanders.

Combatant Command Perspective

3.50 Contact Hours

- Views on the war-fighting value of information operations.
- Examples of how information operations strategies are developed both in contingency and crisis planning and the factors commanders must consider in developing courses of action.
- Examples of information operations asset employment and an evaluation of their effectiveness at the strategic, operational, and tactical levels.
- Experiential challenges for the employment of information operations.

Cyberspace Operations Executive Course

Internet Address

<http://www.au.af.mil/au/lemay/>

Program Description. While not a war-fighting course, the focus of the Cyberspace Operations Executive Course (COEC) is primarily centered on the strategic decision-making aspects of cyber policy. COEC is offered semiannually

and serves as a senior/intermediate general/flag officer-level professional continuing education course in the Department of Defense. Owned and controlled by the USAF, it is a two-day course led by experienced senior mentor(s).

Faculty. Instruction for the course comes from national-level civilians, industry and academic experts and leaders who offer senior perspectives on defining the cyberspace problem set; executive/legislative perspectives; information assurance; legal implications; academic perspectives; cyberspace integration; foreign policy; and national options.

Learning Outcome. Prepare senior leaders to interpret the intricacies of strategic decision-making of national cyber policy.

Duration. The course is one and one-half academic days.

Eligibility. COEC attendees are selected by their service. The course is offered twice per year at different levels. The Senior COEC (once a year) is offered to three- and four-star flag officers and Tier 3 Senior Executive Service members. Attendance for the Senior COEC is normally limited to 8. The COEC (once a year) is offered to 18 one- and two-star officers and civilian equivalents.

Graduation Requirement. Students must successfully complete all pass/fail evaluations and exercises.

Syllabus

MCOEC001 Learning Areas	Contact Hours
Nature and Characteristics of Cyberspace	3
Capabilities and Functions	3
Integration and Interrelationships	2
Employment of Cyber Power	3
Law, Policy, and Ethics	2
Total	13

Learning Area Descriptions

Nature and Characteristics of Cyberspace

3 Contact Hours

- Comprehend the complexities of defining cyberspace in reference to a military domain of operations.
- Analyze the current discourse on cyberspace and key components of developing common cyber terminology.
- Value the need to create cyber power doctrine.

Capabilities and Functions**3 Contact Hours**

- Comprehend the range of capabilities the DOD has in the cyberspace domain, including offensive, defensive, and support capabilities.
- Analyze the synergistic application of cyber and noncyber capabilities in other domains.
- Articulate the manner in which DOD cyberspace functions can be executed to achieve effects in support of national security objectives.

Integration and Interrelationships**2 Contact Hours**

- Analyze the effects of current national cyber security policy on the DOD and military strategies.
- Understand the direction in which the DOD is proceeding in integrating cyberspace as a war-fighting domain and why.
- Value the complexities of integrating cyberspace operations between services, governmental agencies, and the private sector, including offensive, defensive, and support operations.

Employment of Cyber Power**3 Contact Hours**

- Comprehend the development of cyber power as a war-fighting domain.
- Value the role cyberspace offensive, defensive, and support capabilities have played in recent operations.

Law, Policy, and Ethics**2 Contact Hours**

- Value the myriad issues associated with developing cyber offensive and defensive capabilities.

Senior Leader Airpower Doctrine Seminar

Internet Address

<http://www.au.af.mil/au/lemay/>

Program Description. The LeMay Center executes the Senior Leader Airpower Doctrine Seminar (SLADS) on behalf of the Air Force chief of staff. The course was developed to provide a forum for the examination and evalu-

ation of select doctrine topics and issues. SLADS is a CSAF-directed course offered the day before Capstone (first level of general and flag officer PME), JFACC, CFACC, and JFOWC. The course is guided by a senior mentor and delivered by guest experts from organizations inside and outside Air University. Course material is developed and executed through a course director assigned to LeMay Center/WEF.

Faculty. Instruction for the course comes from senior doctrine developers assigned to the LeMay Center. In addition to assigned personnel, the course uses senior leaders, functional area experts, and AF senior advisors, who furnish additional expertise.

Learning Outcome. To understand the present state of doctrine and the current doctrinal issues.

Duration. The course length ranges from four to eight hours depending on which joint professional military education (JPME) course is being supported.

Eligibility. Attendees will normally consist of six to 12 general officers.

Graduation Requirement. Students must actively participate in all course briefing blocks and discussions.

Syllabus

MSLADS001 Learning Areas	Contact Hours
Recent Doctrine Development	1
Senior Advisor Perspective	1
Select Doctrinal Issues	2
Command Relationships	2
Lessons Learned	2
Total	8

Learning Area Descriptions

Recent Doctrine Development

1 Contact Hour

- Evaluate recent doctrine development addressing current service, joint, multinational, and interagency issues.

Senior Advisor Perspective**1 Contact Hour**

- Assess senior advisor perspectives on service, joint, multinational, and interagency issues facing senior leaders.

Select Doctrinal Issues**2 Contact Hours**

- Evaluate select Air Force and joint war-fighting doctrinal issues.

Command Relationships**2 Contact Hours**

- Examine the command relationships and organizational structures relevant to the JPME class.

Lessons Learned**2 Contact Hours**

- Examine recent Air Force and joint lessons learned relevant to the upcoming JPME class.

Contingency Wartime Planning Course

Internet Address

<https://wwwmil.maxwell.af.mil/au/lemay/education.htm>

Program Description. The Contingency Wartime Planning Course (CWPC) provides a comprehensive macro view of the contingency and crisis action planning processes from both joint and Air Force perspectives. Supporting topics include unit readiness assessment, mobilization, expeditionary site planning, and command relationships.

Learning Outcomes. Demonstrate the ability to employ the concepts, principles, and methodologies of deliberate and crisis-action planning.

Faculty. The course is taught by a diverse group of instructors with a wide range of planning experience in logistics, engineering, personnel, or operational specialties.

Duration. The CWPC is delivered in nine academic days.

Eligibility. CWPC quotas are allocated to each MAJCOM and are available by contacting the respective MAJCOM training manager. AU-funded quotas

are not available for ANG, Air Force Reserve Command (AFRC), and sister-service personnel. Unit-funded quotas are built into each class for these personnel. CWPC is available for Airmen in grades E-5 through O-5.

Reference the ETCA website at <https://etca.randolph.af.mil> for additional information (ETCA course number: MCADRE002).

Completion Requirement. Students must maintain a grade of “B” or better to graduate.

Curriculum Summary

MCADRE002 Courses	Contact Hours
IP 100 Strategic Guidance	7.00
IP 200 Concept Development	6.00
IP 300 Plan Development	20.00
IP 400 Plan Assessment	8.00
IP 500 Exercises	19.00
Total	60.00

Course Descriptions

IP 100 Strategic Guidance

7 Contact Hours

The strategic guidance curriculum presents an overview of the CWPC and begins the process of comprehending how strategic guidance, direction, and policy influence deliberate and crisis-action planning.

IP 200 Concept Development

6 Contact Hours

The concept development curriculum provides an overview of key topics that form the foundation of operational design and campaign planning and legal considerations involved with developing concepts of operation.

IP 300 Plan Development

20 Contact Hours

The plan development curriculum introduces key planning-related systems used in the plan development process, including the joint strategic planning system, deliberate crisis action planning execution system (DCAPES), and joint operation planning and execution system (JOPES). It describes Air Force operations planning execution, base-level planning, mobilization, and readiness assessment tools.

IP 400 Plan Assessment**8 Contact Hours**

The plan assessment curriculum provides an overview of the plan assessment function and the crisis-action planning process.

IP 500 Exercises**19 Contact Hours**

The exercises curriculum allows students to apply knowledge gained throughout the course. Exercises are interspersed within all of the preceding sections of the course, culminating in a crisis-action planning exercise built upon the work completed in the previous exercise periods of instruction.

Joint Air Operations Planning Course

Internet Address

<https://wwwmil.maxwell.af.mil/au/lemay/education.htm>

Program Description. The Joint Air Operations Planning Course (JAOPC) educates students to prepare them to serve on a JFACC staff and educates them in the fundamental concepts, principles, and doctrine required to develop a joint air operations plan (JAOP).

Learning Outcome. Demonstrate the ability to produce an effective JAOP.

Faculty. The course is taught by highly experienced instructors with a wide range of planning experience in operational specialties.

Duration. The JAOPC is delivered in nine academic days.

Eligibility. JAOPC quotas are allocated to each MAJCOM and are available by contacting the respective MAJCOM training manager. AU-funded quotas are not available for ANG, AFRC, and sister-service personnel. Unit-funded quotas are built into each class for these personnel. JAOPC is available for Airmen in the grades of O-3 through O-6 and civilian equivalents.

Reference the ETCA website at <https://etca.randolph.af.mil> for additional information (ETCA course number: MCADRE003).

Completion Requirement. Students must maintain a grade of “B” or better to graduate.

Curriculum Summary

MCADRE003 Courses	Contact Hours
Block I Basic Joint Air Operations Planning Concepts	16.50
Block II Joint Air Operations Planning Case Studies	5.50
Block III Joint Air Estimate Process Development	40.00
Total	62.00

Course Descriptions

Block I Basic JAOP Concepts

16.5 Contact Hours

Block I defines the basic concepts related to the joint air operations planning process. It includes intelligence, logistics, law of weaponing, and an effect-based approach to operations.

Block II JAOP Case Studies

5.5 Contact Hours

Block II provides an understanding of the development of the joint operation planning process for air (JOPPA) through historical case studies.

Block III Joint Air Estimate Process Development

40 Contact Hours

Block III provides the opportunity to demonstrate knowledge of the seven steps of the JOPPA during a comprehensive practical exercise.

Information Operations Fundamentals Application Course

Internet Address

<https://wwwmil.maxwell.af.mil/au/lemay/education.htm>

Program Description. This course provides a broad understanding of how the military integrates information-related capabilities to affect the decision-making processes of our adversaries and potential adversaries. It lays the foundation for incorporating information operations into the planning process across the phases of war and range of military operations. The Information Operation Fundamentals Application Course (IOFAC) incorporates lectures,

case studies, and an exercise practicum to provide students a fundamental knowledge of information operations and its ability to help achieve commander's objectives.

Learning Outcome. Demonstrate effective integration of information-related capabilities in a planning scenario

Faculty. The course is taught by highly experienced instructors with a wide range of information operations (IO) experience in intelligence, communications, and other information-related specialties.

Duration. IOFAC is taught in four academic days.

Eligibility. IOFAC quotas are allocated to each major command (MAJCOM) and are available by contacting the respective MAJCOM training manager. AU-funded quotas are not available for the Air National Guard, Air Force Reserve Command, and sister-service personnel. Unit-funded quotas are built into each class for these personnel. IOFAC is available for Airmen in the grades of E-5 through O-5 and civilian equivalents.

Reference the ETCA website at <https://etca.randolph.af.mil> for additional information (ETCA course number: MCADRE005).

Completion Requirement. Students must maintain a grade of "B" or better to graduate.

Syllabus

MCADRE005 Courses	Contact Hours
IP 100 Introduction to Information Operations	3.0
IP 200 Historical Information Related Capabilities (IRC)	3.0
IP 300 Technical IRCS	5.0
IP 400 Other IRCS	5.0
IP 500 Planning Information Operations	6.0
IP 700 Case Studies and Exercises	9.0
Total	31

Course Descriptions

IP 100 Introduction to Information Operations **3 Contact Hours**

IP 100 defines information operations using JP 3-13, *Information Operations*, and additional sources, including Air Force doctrine. It also provides students with an understanding of the components of IO and shows how they fit in joint war fighting.

IP 200 Historical Information Related Capabilities (IRC) **3 Contact Hours**

IP 200 introduces historical information-related capabilities and provides specific examples of psychological operations, military deception, and operation security.

IP 300 Technical IRCs **5 Contact Hours**

IP 300 presents instruction on the current use of space, cyber, and electronic warfare capabilities against adversary decision making systems.

IP 400 Other IRCs **5 Contact Hours**

IP 400 introduces information-related capabilities which work in a supporting role to information operations. Subjects include public affairs, counter-propaganda, counterintelligence operations, and other activities that are used to shape target audience perceptions and provide a favorable image of US military operations.

IP 500 Planning Information Operations **6 Contact Hours**

IP 500 introduces the manner in which IO should be integrated into the overall joint and Air Force planning process.

IP 700 Case Studies and Exercises **9 Contact Hours**

IP 700 provides an opportunity for students to take knowledge they've gained through lectures, class readings, and case studies and apply that knowledge in an exercise scenario.

Enlisted Professional Military Education Instructor Course

Internet Address

<http://www.au.af.mil/au/barnes/>

Program Description. The Enlisted Professional Military Education Instructor Course (EPMEIC) is affiliated with the Community College of the Air Force (CCAF) and consists of 35 hours of distance learning foundational coursework and 158 hours of resident classes. Each student earns eight hours of undergraduate credit upon completion of the course.

The distance learning foundational course provides basic instruction on the principles and methods of instruction. The course includes fundamentals of teaching, methods of instruction, objectives and tests, instructional systems development, academic counseling, basic learning theories, audiovisual aids use, and formal evaluation methods. The distance learning foundational course does not provide application-level practical teaching exercises or performance feedback. The course addresses only the concepts of instructional methodology. Reaching higher-levels of learning will occur upon attending the resident EPMEIC.

The resident course provides education designed to enhance the teaching, facilitating, and leadership capabilities of EPME educators. The course includes 158 hours of intense coursework designed to develop faculties across the globe. This course provides the educator with skills in teaching and facilitating in the dynamic EPME learning environments. It also provides valuable hands-on experience to and exposure of the EPME learning process which allows critical individuals selected for EPME instructor duty to gain perspective on the importance of becoming a faculty member. The program offers solid grounding in various methods of presentation for all EPME flight rooms. Every lesson is “EPME-centric” and emphasizes the impact on the student, educator, and EPME mission effectiveness. The course focuses on the teaching methodologies used most often in EPME flight rooms such as informal lecture, guided discussion, experiential activities, and case study facilitation (specifically using the structured thinking process). The curriculum is divided into the following areas: administration, course foundations, educational technology, immersion lab, learning theory, performance development, professional evaluation, and teaching foundations.

Learning Outcomes. EPMEIC cultivates educators who are able to

- comprehend and apply skills that will enhance their abilities to accomplish duties in enlisted professional military education;
- understand the educational activities as described in the Air Force Instructional Systems Design process;
- facilitate instruction in an interactive academic environment;
- demonstrate effective interpersonal communication skills; and
- exhibit proper application of various educational methodologies in effort to reach every learner

Faculty. EPMEIC faculty must have an associate's degree or be within one year of completion. The member must complete the Enlisted Professional Military Instructor course when, or prior to being, assigned as faculty. EPMEIC faculty must be 1750-series civilians or military, preferably with EPME instructor experience.

Duration. The EPMEIC distance learning course is 35 hours in length, and is made available to the selected hire 35 academic days prior to attending the resident course. The resident course length is 20 academic days. The facility can support up to 36 students per resident class, and the course is offered eight times each fiscal year.

Eligibility. All SSgt, TSgt, and MSgt positions (includes selects) must be an approved candidate on the Developmental Special Duty (DSD) nomination list. SMSgt positions will be advertised on the Enlisted Quarterly Assignment Listing-Plus (EQUAL-Plus) and selected through an application process to teach in EPME schools. Reference AFI 36-2301, *Developmental Education*, and the ETCA website at <https://etca.randolph.af.mil> for additional information. ETCA course number: MESC003

Distance Learning Syllabus

Instructional Area Titles	Contact Hours
LESSON 1: Instructional System Development	2
LESSON 2: Adult Learner	1
LESSON 3: Domains of Learning	2
LESSON 4: Designing Level of Learning Lessons	2
LESSON 5: Effective Listening	1
LESSON 6: Effective Visual Support	1
LESSON 7: Effective Delivery Skills	1
LESSON 8: Effective Presentations	2
LESSON 9: Lecture Method	3
LESSON 10: Concept Teaching	3
LESSON 11: Principle Teaching	1
LESSON 12: Questions for Learning	2
LESSON 13: Guided Discussions Method	2
LESSON 14: Case Study Method	2
LESSON 15: Experiential Method	2
LESSON 16: Personalizing Lesson Plans	1
LESSON 17: Introduction to Evaluation	1
LESSON 18: Performance Evaluation	1
LESSON 19: Test Item Analysis	1
LESSON 20: Feedback for Learning	1
LESSON 21: Accelerated Learning	1
LESSON 22: Self-Concept	1
FINAL TEST: 50 Questions	1
Total	35

Distance Learning Instructional Area Descriptions

LESSON 1

Instructional System Development

2 Contact Hours

This lesson familiarizes students with the Instructional System Development (ISD) used in EPME. It includes the basics of ISD, the functions, phases, and quality improvement ring of the ISD Model, and the impact on effectiveness. This gives students a basic overview of how lessons are developed in EPME.

LESSON 2**Adult Learner****1 Contact Hour**

This lesson introduces students to the concept of adult learners. It includes the definitions, educational models, and characteristics of adult learners. The major benefit of this lesson is the exploration of the characteristics of adult learners that instructors will have in their classrooms.

LESSON 3**Domains of Learning Points****2 Contact Hours**

This lesson familiarizes students with the domains of learning. Points include key terms, affective domain, cognitive domain, psychomotor domain, clear conceptual picture of three domains of learning, conative domain, and the impact on instructor, student, and mission effectiveness. This gives students the foundations of why lessons are developed the way they are and the implications for teaching at different levels of learning.

LESSON 4**Designing Level of Learning Lessons****2 Contact Hours**

This lesson helps students understand how EPME lessons are designed. Points include the design elements (objectives, samples of behavior, how test items are linked to evaluation, and strategy statements) and how design elements impact effectiveness.

LESSON 5**Effective Listening****1 Contact Hour**

This lesson focuses on something that is often taken for granted as instructors and as learners—listening. It discusses how listening is not a passive activity that comes with ease. Listening is a difficult skill at best, even in a group of educated leaders. Teachers must listen to students, supervisors, and each other. Educators are constantly bombarded with facts, figures, complaints, criticisms, and accolades. Effectively listening can lead to making better decisions in the classroom environment.

LESSON 6**Effective Visual Support****1 Contact Hour**

The objective of this lesson is for students to comprehend the concept of effective visual aids. Students will also learn how effective visual aids, like pictures, are worth a thousand words.

LESSON 7**Effective Delivery Skills****1 Contact Hour**

This lesson gives students an overview of effective delivery skills. Main points include the use of voice, body, space, and materials, and the impact of effective delivery skills. The benefit of the lesson is that EPME instructors should employ these effective delivery skills in every lesson taught in EPME.

LESSON 8**Effective Presentations****2 Contact Hours**

This lesson is designed to help students comprehend how to prepare an effective presentation. It is important for instructors to be effective presenters for several reasons: students will be more engaged in the lesson, the lesson will be presented in a clear and logical manner, and most importantly, the lesson objective will be more effectively accomplished.

LESSON 9**Lecture Method****3 Contact Hours**

This lesson gives students the fundamentals of the lecture methods. Main points include the definitions of the lecture methods, the advantages and disadvantages of the informal lecture, and the impact of the appropriate and inappropriate uses of the informal lecture. The informal lecture is a major part of this lesson because the informal lecture is used in EPME. This gives students an understanding of the lecture methods and specifically explains the informal lecture used in EPME.

LESSON 10**Concept Teaching****3 Contact Hours**

This lesson helps students understand concept teaching. Main points include the definition of a concept, critical attributes of a concept, examples and nonexamples of a concept, making concepts clear, the instance pool, and concept teaching's impact on the instructor, student, and mission effectiveness. This lesson helps students understand concepts so they can teach concepts effectively since a lot of the EPME lessons are designed by introducing concepts at the beginning of a lesson.

LESSON 11**Principle Teaching****1 Contact Hour**

This lesson helps students understand principle teaching. It includes a discussion on principle statements, an activity identifying principles from their EPMEIC student guides, and the impact of principle teaching on the instructor, student, and mission effectiveness. The value of this lesson is that it helps students understand principles so they can teach principles effectively from their EPME lesson plans.

LESSON 12**Questions for Learning****2 Contact Hours**

This lesson gives students a good look at different types of questions and how to use questions in the EPME classroom. Instructors need to understand the importance of the effective use of questions. Asking effective questions is a critical skill for any instructor. Good educators are especially adept at asking appropriate questions to help students reach the lesson objective

LESSON 13**Guided Discussions Method****2 Contact Hours**

This lesson explains the guided discussion method used in EPME. Points include definition and attributes of a guided discussion, planning factors of a guided discussion, important aspects of a guided discussion, instructor/student interactions during a guided discussion (sociogram), and the impact of the guided discussion on the instructor, student, and mission effectiveness. This lesson is extremely valuable as most EPME lessons are via guided discussion.

LESSON 14**Case Study Method****2 Contact Hours**

This lesson helps students understand the case study method. Points include the case study method and the impact on the instructor, student, and mission effectiveness. The benefit of the lesson is that an understanding of this method is essential for EPME instructors in Airman Leadership School (ALS) and legacy Noncommissioned Officer Academy (NCOA) courses since approximately 20 percent of those lessons are case studies.

LESSON 15**Experiential Method****2 Contact Hours**

In this lesson students will learn what the experiential method is and how to use it in the classroom to help maintain student's attention and also meet the lesson objectives. Points include: definition of experiential method of instruction, the benefits of using games, two categories of games, examples of games for classroom use, considerations when using games, administering games, and the game lesson planning format.

LESSON 16**Personalizing Lesson Plans****1 Contact Hour**

This lesson provides students with the knowledge of how to personalize lesson plans to engage the learners more effectively. Points covered are: what is a personalized lesson plan; how to personalize a lesson plan, and why it is important to personalize lesson plans.

LESSON 17**Introduction to Evaluation****1 Contact Hour**

This lesson helps students comprehend the concept of educational evaluation. It also covers all kinds of evaluation, and explains how evaluation is taking place constantly in the educational environment. Humans evaluate things every day, from the quality of your breakfast to the driving skills of the person you're riding with.

LESSON 18**Performance Evaluation****1 Contact Hour**

By the end of this lesson students will comprehend the systematic construction and use of a performance evaluation rating instrument. Points covered are definition, general principles, rating methods, constructing a rating device, rating errors, and training programs.

LESSON 19**Test Item Analysis****1 Contact Hour**

The cognitive objective of this lesson is for each student to comprehend how test item analysis improves the effectiveness of tests with a specific focus on multiple choice test items. The affective objective of this lesson is for each student to respond positively to how test item analysis improves the effectiveness of tests with a specific focus on multiple choice test items.

LESSON 20**Feedback for Learning****1 Contact Hour**

The objective of this lesson is for each student to comprehend that effective feedback improves student performance. As educators it is essential to understand and correctly apply effective feedback so it can help students improve their performance. Points covered in this lesson are: definition of effective feedback, characteristics of effective feedback, and the impact of effective feedback upon student performance.

LESSON 21**Accelerated Learning****1 Contact Hour**

This lesson helps students understand accelerated learning. Points include the definition and key concepts of accelerated learning and the impact on effectiveness. The benefit of the lesson is that an understanding of accelerated learning will enhance the EPME instructors' understanding of EPME lessons since the lessons are built with accelerated learning in mind.

LESSON 22**Self-Concept****1 Contact Hour**

In this lesson students will comprehend that instructors can enhance students' self-concept. This lesson begins by with the definition of self-concept, provides insight on the relationship between self-concept and the domains of learning, and discusses how self-concept influences individual behavior. Finally the lesson takes a look at how classroom instructors can enhance a student's self-concept.

FINAL TEST**50 Questions****1 Contact Hour**

The 50 question test is a culmination of concepts and principles identified throughout all 22 lessons. The students must receive a passing score of 70 percent in order to successfully complete the foundational course and attend the resident EPMEIC course.

Resident Syllabus

Instructional Area Titles	Contact Hours
Administrative	30
Course Foundations	16
Educational Technology	5
Immersion Lab	20
Learning Theory	3
Professional Development	8
Performance Evaluation	47
Teaching Foundations	29
Total	158

Resident Instructional Area Descriptions

Administrative

30 Contact Hours

The administrative block introduces students to the faculty and staff and explains local conditions (e.g., safety, security, weather, traffic). This module includes psychometric instruments (Kirton Adaption-Innovation [KAI]) and a briefing by the dean of academic affairs on how EPME curriculum is developed. Also provided is information that will assist each educator in developing the skills and competency to meet EPME mission requirements. These lessons are data analysis, EPME procedural guidance, institutional effectiveness, and curriculum development. One hour is set aside for students to meet the curriculum writers for their respective level of EPME. Two hours are set aside for students to engage in a candid question and answer session with the EPME educator panel. This module also includes all forms of testing, end-of-course surveys, commandant time, out-processing, and graduation.

Resident Course Foundation

16 Contact Hours

This module exposes students to the fundamental knowledge, skills, and attitudes necessary for all EPME instructors and curriculum writers. Explored are topics such as student orientation and the essence of how to be successful in learning, the importance of instructional systems development, the domains of learning, how designing lessons impact mission effectiveness, concept and principle teaching, the detail anatomy of a lesson plan, and the different methods of presentation applied in EPME.

Educational Technology**5 Contact Hours**

This two-fold module (1) exposes students to the five processes used to ensure the integrity of the EPME programs: Military Personnel Data System (MilPDS), Student Transcript and Administration Record System-Faculty Development (STARS-FD), Blackboard, Air University Student Management System (AUSMS), and the Air Force Training Records System (AFTRS). (2) It also explores topics such as proper use/facilitation of instructional aids according to Barnes Center Instruction 36-2301, *USAF EPME Procedural Guidance*. Students are tasked to work in blended groups (team up with members of other flights), create a lesson from scratch using the principles from Educational Technology, and additional information learned thus far from the course. At this point students are engaging in synthesis level work.

Immersion Lab**20 Contact Hours**

This module exposes students to “hands on”/“performance” requirements. Its purpose is to (1) enable students with the opportunity to execute EPME responsibilities using the concepts and principles learned in the foundational course, and (2) provide students the opportunity to progress through the levels of learning quicker. Allowing students the opportunity to see, read, act, hear, and feel the pressures of a dynamic EPME environment adds perspective to the learning process ultimately allowing students to reach higher levels of learning throughout all four domains (affective, cognitive, psychomotor, and conative).

Learning Theory**3 Contact Hours**

This lesson introduces students to the concept of adult learners. The major benefit of this lesson is the exploration via activity of the characteristics of adult learners that instructors will have in their EPME learning environment. This lesson also familiarizes students with the domains of learning— affective, cognitive, psychomotor, and conative. This gives students the foundations of why lessons are developed the way they are in EPME and the implications for teaching at different levels of learning. Another advantage to this lesson is that it helps students understand the spiral learning process. The students will experience the benefits of spiral learning with each EPME lesson; there are many opportunities to make connections to other lessons. The lesson ends discussing the importance of accelerated learning.

Performance Evaluation**47 Contact Hours**

This lesson helps students understand performance evaluation (PE) and specifically how they will be evaluated via PE using the universal instructor evaluation checklist and performance indicators. The introduction to PE, an auditorium hour addressing the entire student body, covers the mission of EPMEIC, assignment details, instructor evaluation checklist scoring, independent purpose of research hours, purpose of tutorial hours, and tips for success. Students will also receive three hours of in-depth exposure, norming, and discussion on the instructor evaluation checklist. The students will receive valuable education and training on the proper use of the evaluation forms while in EPMEIC and in the field.

Professional Development**8 Contact Hours**

This lesson helps students understand the importance of self-reflection. Information covered in this module includes education on reflective journaling (includes hands-on activities), peer assessments, vision statement, and Capstone feedback. This information is valuable to the EPME educator as it enables goal setting, as well as personal and professional growth which impacts all entities of EPME (student, instructor, and mission effectiveness).

Teaching Foundations**29 Contact Hours**

This module exposes the students to the remediation and reevaluation process, questioning techniques, teaching methods, effective delivery skills, structured thinking process, classroom management, listening, assessing, evaluating, observing, counseling in EPME, and value added concepts. These lessons provides the student with the technical tools/skills and education needed to effectively deliver curriculum in a dynamic EPME learning environment.

USAF First Sergeant Academy

Internet Address

<http://www.au.af.mil/au/barnes/fsa/>

Program Description. The USAF First Sergeant Academy (FSA), a CCAF-affiliated course, consists of 115 hours of blended facilitated distance and resident learning. The USAF FSA mission is to develop, through education and training, selected senior noncommissioned officers to serve as advisors to

commanders on issues that impact our Airmen in successfully accomplishing the Air Force mission. The FSA is a total force academy. The academy's curriculum is made up of six separate course curriculum plans through a blended learning concept. Distance learning prerequisite courses are active duty, Air Force Reserve (AFRES), and Air National Guard (ANG). The resident courses are active duty, Air Force Reserve Command (AFRC), and ANG. The courses are validated by the CCAF and have been accredited for six semester hours in human resource management, maintenance of discipline, and readiness. Upon graduation, students are awarded special duty identifier (SDI) 8F000.

The blended learning course consists of 25 hours of facilitated distance learning (FDL) and is divided into four weeks of demanding component-specific (active duty, ANG, AFRC) curriculum. Once students complete the FDL, they attend 90 hours of resident study at the FSA at Maxwell AFB–Gunter Annex, Montgomery, Alabama.

In addition, each component has a non-CCAF-accredited first sergeant additional duty seminar, overseen by the FSA through Blackboard, ensuring each installation imparts the exact same curriculum. The areas of study are human resource management, maintenance of discipline, and readiness.

Learning Outcomes. The FSA graduate will be able to

- advise and assist commanders with all matters affecting health, morale, discipline, welfare, and legal issues (*Uniform Code of Military Justice*, nonjudicial punishment, federal, and state);
- identify and react to quality force indicators to lead and mentor the enlisted force to support the USAF mission;
- support their units in regard to drill and ceremony;
- be effective in the deployed environment;
- epitomize the core values; and
- be effective in written and oral communication.

Faculty. All personnel selected as FSA faculty must carry the first sergeant SDI. FSA faculty members are required to have an associate's degree and must complete the Academic Instructor Course (or equivalent) after arrival. Within the first year of teaching, the faculty must complete 120 hours of student contact internship and 30 hours of curriculum development.

Duration. The course length is 28 academic days FDL and 10 academic days in residence, and the facility can support up to 88 students per resident class.

There are four FDL classes, subsequently broken into eight resident courses offered each fiscal year.

Eligibility. The USAF FSA course enrolls master sergeants from active duty, ANG, and AFRES. Refer to AFI 36-2113, *The First Sergeant*, and the special duty catalog (SPECAT) guide for the application, training, and selection process for first sergeant duty in each of the three components.

Reference the ETCA website at <https://etca.randolph.af.mil> for additional information.

Syllabus

Instructional Area Titles	Contact Hours
Administration	9
Physical Training	5
Exam Testing	4
Block 1–Human Resource Management	42
Block 2–Maintenance of Discipline	38
Block 3–Readiness	17
Total	115

Instructional Area Descriptions

Administration **9 Contact Hours**

Accomplish the administrative details incidental to the USAF FSA, conduct in processing, and review course curriculum.

Physical Training **5 Contact Hours**

Participate in physical training programs.

Exam Testing **4 Contact Hours**

Evaluate level of understanding with components specific and end-of-course tests; instructors conduct test review.

Block 1–Human Resource Management **42 Contact Hours**

Comprehend and value how preventive intervention impacts the unit.

Block 2–Maintenance of Discipline**38 Contact Hours**

Comprehend quality force management policies, practices, and procedures as a tool for corrective actions. Know contents of *Manual for Courts-Martial* and comprehend the applications of its principles.

Block 3–Readiness**17 Contact Hours**

Comprehend the first sergeant's role and responsibilities in a deployment process and apply the information in a deployment scenario.

Air Force Career Development Academy

Internet Address

<http://www.au.af.mil/au/barnes/>

The Air Force Career Development Academy (AFCDA) is responsible for the instructional development, management, delivery, and evaluation of Air Force career development courses (CDC) and select specialized courses. AFCDA also produces and distributes study materials for the Air Force Weighted Airman Promotion System (WAPS).

Each year AFCDA manages the development and administration of approximately 225 active courses, 67,067 WAPS packages, and 195,321 examinations, while serving more than 112,367 students. This mission-critical upgrade training is developed using state-of-the-art publishing software. The majority of examinations are given electronically, and print on demand is provided for those locations that require paper-based testing.

Airmen are provided the option to complete their CDCs through Air University's Advanced Distributed Learning System or have printed CDCs delivered to them. The majority of course examinations, developed by AFCDA instructional system specialists, are given electronically. For remote locations where electronic course examinations are not available, a paper-based course examination is provided. Student support is accomplished via the electronic AU Education Support Center, providing technical, course, and student-support services through electronic incident submissions and frequently asked questions. AFCDA personnel also facilitate the printing of CDCs, administer surveys, and provide analytical reports on student performance and satisfaction to the schools, functional communities, and preparing agencies.

AFCDA presents a one-week practicum in the use of instructional systems design to write and revise CDCs. The course is designed to equip new writers with quality methods for producing effective distance education course materials. Students work under the tutelage of AFCDA educators and gain hands-on experience in every phase of course development planning; writing objectives, tests, and text; and processing and evaluating a course. AFCDA's instructional systems specialists and advisors are also available to teach subject-matter experts and support organizations in the field, utilizing various media to develop sound instructional strategies. AFCDA produces handbooks and guides for course authors, preparing agencies, base education offices, test-control facilities, and field units.

Program Descriptions. A description of AFCDA's 225 distance learning courses is available in the AFCDA catalog at <https://cs3.eis.af.mil/sites/AE-ED-02-37/default.aspx>. The website also provides information about enrollment, counseling, testing procedures, test-control facilities, methods for obtaining assistance with student inquiries, statistical analysis, and aggregate survey data.

OFFICER ACCESSIONS AND CITIZEN DEVELOPMENT

The Jeanne M. Holm Center for Officer Accessions and Citizen Development provides coordinated leadership and policy direction for the Air Force's officer recruiting, training, and commissioning programs at Officer Training School (OTS) and at Air Force Reserve Officer Training Corps (AFROTC) detachments at colleges and universities. The Holm Center also directs the Air Force's high school citizenship training program—Air Force Junior ROTC (AFJROTC)—which oversees AFJROTC units on high school campuses around the world. The aim of this program is to build better citizens for America.

Officer Training School

Internet Address

<http://www.au.af.mil/au/holmcenter/OTS/index.asp>

Program Description. The OTS curriculum addresses leadership studies, military training and application, the profession of arms, warfare studies, international security studies, and communication skills. OTS teaching methods include auditorium lectures, readings, flight-room classes (informal lecture, guided discussion, and case studies), and practical exercises.

Learning Outcomes. Graduates of OTS will be able to accomplish the following:

- Comprehend the roles and responsibilities of an Air Force officer.
- Comprehend the Air Force human relations programs such as equal opportunity and treatment.
- Effectively apply leadership skills.
- Effectively apply followership skills.
- Comprehend the importance of adherence to Air Force core values.
- Effectively express ideas verbally in a military setting.
- Effectively express ideas in writing using military writing formats.
- Know the role of air and space power in maintaining national security.
- Know the role of joint operations in US national security.
- Comprehend the principles of cross-cultural communications.

Faculty. Before assuming leadership of a flight, each flight commander must attend and be certified through the OTS Academic Instructor Course (AIC), Initial Qualification Training, and Mission Qualification Training.

Duration. OTS offers four individual courses: Basic Officer Training (BOT) (47 training days/8 classes annually), Commissioned Officer Training (COT) (23 training days/6 classes annually), Reserve Commissioned Officer Training (RCOT) (13 training days/2 classes annually), and the Air National Guard (ANG) Academy of Military Science (AMS) course (40 training days/4 classes annually). In fiscal year (FY) 2013, BOT graduated 1,009 students; COT/RCOT, 1,352 students; and AMS, 436 officers.

Eligibility. Students attending BOT must have a bachelor's degree, be less than 30 years of age for rated personnel or 35 years of age for all others, and meet minimum physical requirements for becoming an officer. Competition for entry into this program is rigorous.

Completion Requirement. Students must maintain a “satisfactory performance” evaluation or better to graduate. The following tables summarize BOT, COT, RCOT, and AMS curricula.

Basic Officer Training Syllabus

MOTS001 Instructional Areas	Contact Hours
Leadership Studies/Field Leadership	163.50
Communication Skills	17.00
Profession of Arms	23.00
Warfare Studies/International Studies	43.00
Military Training/Field Training	22.00
Admin/Processing/Testing/Orientation/Counseling	133.50
Physical Training/Air Force Combatives Program	53.00
Air Force Culture/Drill and Ceremonies	84.25
Total	539.25

Course Description

MOTS001 Basic Officer Training (24th Training Squadron)

539.25 Contact Hours

This course provides precommissioning training for selected applicants to meet Air Force requirements by career area. It includes communication skills, leadership studies, professional knowledge, warfare studies, and military application and training (practical field leadership, physical fitness, and drill and ceremonies). These basic military subjects are essential in developing selected college graduates to take their places as second lieutenants in the Air Force.

BOT is a challenging 47-training-day program that focuses on the importance of leadership, discipline, attention to detail, and dedication to service. It stresses commitment to the profession of arms and motivates graduates to

adhere to the highest standards of integrity, service before self, and excellence in all they do. This challenging environment provides numerous tests for leadership skills through classroom and field-training exercises and operation of the officer trainee and student wing. The capstone event is a three-day, two-night air and space expeditionary force (AEF) exercise.

Commissioned Officer Training Syllabus

MOTS002 Instructional Areas	Contact Hours
Leadership Studies	35.00
Communication Skills	9.00
Profession of Arms	18.00
Warfare Studies/International Security Studies	15.00
Drill and Ceremonies	16.50
Flight Commander Time	28.00
Physical Training	23.00
Air Force Culture	18.50
Assessments/Preparation	9.00
AEF/Combat Skills	47.00
Administration/In-Processing	47.50
Total	266.50

Course Description

MOTS002 Commissioned Officer Training (23rd Training Squadron)

266.50 Contact Hours

COT is an intense 23-day program. It provides the fundamentals of officer-ship and the initial leadership training required for newly commissioned medical, chaplain, and judge advocate Air Force officers (active duty, ANG, and Air Force Reserve [AFRES]). It stresses commitment to the profession of arms and motivates graduates to live up to Air Force core values. The ranks of COT students range from second lieutenant to lieutenant colonel depending on the newly commissioned officers' professional qualifications. A three-day, two-night AEF exercise is the capstone event for COT. Additionally, the Medical Readiness Indoctrination Course is incorporated into the AEF exercise for medical service officers.

This course provides training in basic military subjects essential in developing directly commissioned officers to serve in the US Air Force. It provides postcommissioning training for officers in the US Air Force medical services (Medical Corps, Dental Corps, Nurse Corps, Medical Service Corps, and Bio-medical Science Corps), Judge Advocate General Corps (legal), and Chaplain Corps; AFRES officers selected to participate in the Air Force Health Professions Scholarship Program (HPSP); and those enrolled in the Uniformed Services University of the Health Sciences (USUHS). This training is also provided for those officers selected to serve in the AFRES and ANG. Training includes, but is not limited to, instruction in four major areas: profession of arms, warfare and international security studies, leadership studies, and communication skills. The profession of arms area includes dress and grooming; professional appearance; customs and courtesies; pay, leave, and allowances; and base services. Warfare and international security studies classes include Air Force heritage, terrorism/force protection, and US policy. Leadership studies classes include leadership and management theory and officership. Leadership instruction is reinforced with practical field-leadership exercises. Communication skills include basic military speaking principles and writing formats. Drill and ceremonies and physical fitness training are also included.

Reserve Commissioned Officer Training (In Residence) Syllabus

MOTS003 Instructional Areas	Contact Hours
Leadership Studies	31.00
Communication Skills	6.00
Profession of Arms	16.00
Warfare Studies	7.00
Drill and Ceremonies	3.50
Flight Commander Time	5.00
Physical Training	8.50
Air Force Culture	3.50
Assessments	2.00
AEF/Combat Skills	30.00
Administration/In-Processing	25.00
Total	137.50

Course Description

MOTS003 Reserve Commissioned Officer Training (In Residence)

137.50 Contact Hours

The Reserve Commissioned Officer Training course is an abbreviated course designed to train hard-to-recruit ANG and AFRES medical professionals. It combines distance learning correspondence work and a web-based pretest with a demanding 13-day in-residence course.

This course provides training in basic military subjects essential to developing medical officers in the US AFRES and ANG. Training includes, but is not limited to, instruction in four major areas: profession of arms, warfare and international security studies, leadership studies, and communication skills. The profession of arms area includes dress and grooming; professional appearance; customs and courtesies; pay, leave, and allowances; and base services. Warfare and international security studies classes include Air Force heritage, terrorism/force protection, and US policy. Leadership studies classes include leadership and management theory and officership. Leadership instruction is reinforced with practical field leadership exercises. Communication skills include basic military speaking principles and writing formats

Academy of Military Science Syllabus

YAMS000 Instructional Areas	Contact Hours
Leadership Studies	47.00
Communication Skills	18.00
Profession of Arms	20.00
Warfare Studies/International Security Studies	21.00
Military Training and Application/ Drill/Culture	147.00
Admin/Processing/Testing/Orientation/ Counseling	29.50
Physical Training	19.00
Total	301.50

Course Description

YAMS000 Academy of Military Science (ANG Readiness Center Detachment 12)

301.50 Contact Hours

The Academy of Military Science provides precommissioning training for selected applicants to meet ANG requirements by career area. It provides instruction in basic military subjects essential in developing selected college graduates to take their places as second lieutenants in the Air Force with both state and federal responsibilities. The course includes communication skills, leadership studies, professional knowledge, warfare studies, and military application and training (practical field leadership, physical fitness, and drill and ceremonies). Although operationally assigned to OTS, AMS is not an AU course; assignment to classes is managed by the ANG.

AMS is a challenging 40-training-day program that imparts to its ANG graduates the importance of leadership, discipline, attention to detail, and dedication to service. It stresses commitment to the profession of arms and motivates graduates to adhere to the highest standards of integrity, service before self, and excellence in all they do. Students are also provided education in ANG heritage and their role as “citizen Airmen,” as the majority of AMS students are traditional Guard members who also have civilian careers. This challenging environment provides numerous tests for leadership skills through classroom and field-training exercises and operation of the officer trainee and student wing. The capstone event is a three-day, two-night AEF exercise.

Air Force Reserve Officer Training Corps Instructor and Orientation Courses

Internet Address

<http://www.afrotc.com>

Program Description. The Air Force Reserve Officer Training Corps (AFROTC) Instructor and Orientation Program consists of three separate courses: a detachment commander course, a classroom instructor course, and a noncommissioned officer (NCO) orientation course. The curricula for the detachment commander and classroom instructor courses identify and measure variables related to the educational process such as content, alternative methods

of instruction, instructional resources, and the degree to which stated objectives are achieved at the appropriate instructional level. The curriculum also develops the student's ability to effectively and efficiently address the organization's personnel requirements, unit support, and cadet-support processes. The NCO orientation course focuses on the administrative and personnel functions of an AFROTC detachment.

Learning Outcomes. A graduate of the AFROTC detachment commander and classroom instructor courses will be able to

- plan instruction. The graduate will comprehend the domains of learning related to instructional design, the process of designing level-of-learning lessons, and the various methods of teaching and must know the components of the Air Force instructional systems design (ISD) model.
- deliver instruction. The graduate will be able to prepare and deliver effective presentations, use questions effectively to promote learning, employ proxemics to enhance the learning environment, and incorporate reflective teaching techniques to improve teaching ability.
- evaluate instruction. The graduate will comprehend the concept of educational evaluation and principles and techniques of writing student-centered multiple-choice and essay test items as part of the ISD design phase and the systematic construction and use of performance evaluation rating instruments.
- demonstrate instructional competency. The graduate will be able to apply instructional competency through teaching exercises.
- address unit requirements. The graduate will better comprehend the organization's personnel requirements, unit support, and cadet or student-support processes.

Faculty. The Holm Center employs faculty in both teaching and nonteaching capacities. The faculty combines teaching experience and advanced academic degrees. The faculty is selected on past performance, experience, academic achievement, and teaching ability.

Duration. The detachment commander and classroom instructor courses are eight academic days each; the enlisted orientation course is nine academic days.

Eligibility. Detachment commanders, classroom instructors, and detachment NCOs are selected through the Air Force personnel system. Detachment

commanders and some classroom instructors must be approved by the university at which they will be assigned.

Completion Requirement. Students must maintain a grade of “satisfactory” or better to graduate.

Course Descriptions

MAFROTC 005 AFROTC Detachment Commander

Instructor and Orientation Course

64 Contact Hours

An eight-day, mission-essential course hosted and managed by the Holm Center Curriculum Directorate, this course provides newly assigned AFROTC detachment commanders with the skills to teach within the AFROTC academic environment and orients and prepares them for the myriad of AFROTC detachment duties at geographically separated units (GSU). Major areas of study include learning theory, teaching methods, critiquing of student writing, and speaking and evaluation. Students also receive AFROTC instruction in curriculum, professional relations, leadership, counseling, and AFROTC-specific programs and procedures.

MAFROTC 002 AFROTC Assistant Professor

of Aerospace Studies Instructor

and Orientation Course

64 Contact Hours

An eight-day, mission-essential course hosted by the Holm Center Curriculum Directorate, this course prepares newly assigned AFROTC instructors to teach and supervise within the AFROTC academic environment and orients and prepares them for AFROTC detachment duties at GSUs. Major areas are learning theory, teaching methods, critiquing of student writing, and speaking and evaluation. Methods usually taught include the informal lecture, guided discussion, experiential method, demonstration-performance, and case study. The course provides for maximum participation in the learning process. The majority of class time is devoted to small-group activity. Each student must plan and present teaching lessons. Students are urged to use AFROTC lesson material to prepare the required teaching lessons and test items. They also receive ROTC instruction in curriculum, professional relations, leadership, counseling, legal issues, and AFROTC-specific programs and procedures.

**MAFROTC 001 AFROTC
NCO Orientation Course**

72 Contact Hours

A nine-day, mission-essential course hosted by the Holm Center Curriculum Directorate, the course seeks to improve performance, increase productivity, and enhance mission accomplishment of new AFROTC cadre members. The detachment enlisted staff is composed of enlisted personnel currently assigned to AFROTC detachments. Newly assigned NCOs are taught the critical aspects of personnel and information management as they relate to the day-to-day operations of an AFROTC detachment and the interface between detachments and HQ AFROTC. This course covers the basic skills and knowledge associated with the AFROTC mission and structure, unit support, logistics support, cadet personnel and financial management programs, and various computer functions. The course also addresses various documentation processes, regulatory guidance and procedures, and other topics related to the AFROTC environment.

Air Force Reserve Officer Training Corps

Internet Address

<http://www.afrotc.com>

Program Description. The primary curriculum areas taught in AFROTC include leadership studies, field leadership, profession of arms, warfare studies, international security studies, and communication skills. Teaching methods include informal lecture, guided discussion, case studies, readings, and practical exercises (athletics, group leadership problems, and the leadership reaction course).

AFROTC offers two primary routes to an Air Force commission for college students: the four-year program and the two-year program. Students attend AFROTC classes along with other college courses. The four-year program is divided into two phases: the General Military Course (GMC) and the Professional Officer Course (POC). The GMC, which encompasses the freshman and sophomore years, consists of one hour of classroom work and from one to two hours of leadership laboratory each week. Upon completion of GMC requirements, cadets who wish to compete for entry into the last two years of the program, the POC, must do so under the requirements of the POC selection system. After POC selection, students must complete a four-week summer

field-training unit at Maxwell AFB to assess their potential as officers. POC cadets attend class three times a week and participate in a weekly leadership laboratory lasting two to three hours. Once enrolled in the POC, cadets are enlisted in the Air Force Reserve and assigned to the Obligated Reserve Section. This entitles them to a monthly nontaxable subsistence allowance.

Cadets not enrolled in AFROTC as freshmen or sophomores complete an academic training program at their host detachment, equivalent to the GMC academic curricula, prior to attending field training. Two-year applicants are not committed to the Air Force until they return to school in the fall and decide to enlist through AFROTC.

Learning Outcomes. A graduate of the AFROTC commissioning education program will

- comprehend the roles and responsibilities of an Air Force officer;
- comprehend the Air Force human relations programs such as equal opportunity and treatment;
- effectively apply leadership skills;
- effectively apply followership skills;
- comprehend the importance of adherence to Air Force core values;
- effectively express ideas verbally in a military setting;
- effectively express ideas in writing using military writing formats;
- know the role of air and space power in maintaining national security;
- know the role of joint operations in US national security; and
- comprehend the principles of cross-cultural communications.

Faculty. The teaching staff of AFROTC units includes experienced Air Force officers. Selection is determined by professional experience, academic background, and qualifications as instructors. Detachment commanders and AFROTC instructors are required to complete faculty development training at Maxwell AFB, Alabama, to enhance their teaching skills and learn more about their jobs before reporting for their teaching assignments.

Eligibility. The first two years of the AFROTC college program, the GMC, are open to all students who are at least 14 years old. Second-year scholarship cadets and all cadets entering the last two years of the college program, the POC, must be at least age 17. These contract cadets must meet AFROTC and DOD eligibility standards ranging from physical fitness to US citizenship.

Commissioning Requirements. Students must maintain a “C-” or better grade in Aerospace Education (AS) and the Leadership Laboratory (LLAB) and must have, as a minimum, a cumulative grade point average of 2.0 from the university to be commissioned in the US Air Force.

AFROTC Detachment Syllabus

Course Number and Title	Contact Hours
Leadership Studies	65
Communication Skills	43
Profession of Arms	50
Warfare Studies	67
Admin/Testing	31
Leadership Laboratory	240
Field Training*	380
Total	876

*Standard Field Training 380 Hours

Course Descriptions

For more information regarding AFROTC courses, go to <http://www.af-rotc.com/program-requirements>.

Note that the Air University Registrar’s Office does not provide a transcript for this AFROTC program.

Air Force Junior Reserve Officer Training Corps Academic Instructor Course

Internet Address

<http://www.au.af.mil/au/holmcenter/AFJROTC/>

Program Description. The Air Force Junior Reserve Officer Training Corps Academic Instructor Course (AIC) curriculum provides student-centered learning experiences that focus on applying basic principles of learning to specific learning situations, planning meaningful instruction, using sound teaching methods, communicating effectively, and evaluating the achievement of learning objectives.

Learning Outcomes. Graduates of the AFJROTC AIC will be able to

- plan instruction. Graduates will comprehend the domains of learning and the process of planning and preparing coherent instructional activities and exercises targeted to the appropriate learning outcome as prescribed by the Air Force instructional systems design (ISD) model.
- deliver instruction. Graduates will be able to prepare and present effective presentations and employ effective questioning techniques to adapt instructional materials to diverse learning audiences.
- evaluate instruction. Graduates will comprehend the professional responsibility of receptivity of feedback from colleagues as it relates to their professional development.
- demonstrate instructional competency. Graduates will be able to apply instructional competency using twenty-first-century learning methodologies through practical teaching exercises.
- address unit requirements. Graduates will better comprehend the professional responsibilities of the organization's personnel requirements, unit support, and cadet- or student-support processes.

Faculty. The faculty combines several years of teaching experience and advanced degrees. They are selected because of their past performance, experience, academic achievement, and teaching ability.

Duration. The AFJROTC AIC is 10 academic days.

Eligibility. AFJROTC AIC is offered to retired USAF officers and NCOs who are selected to serve as aerospace science instructors and assistant aerospace science instructors in the AFJROTC program. Student selection is conducted by HQ AFJROTC.

Graduation Requirement. Students must successfully complete the courses in residence.

Course Description

MAFJROTC003 AFJROTC Academic

Instructor Course

80 Contact Hours

This course prepares newly assigned AFJROTC faculty to teach in private, public, and DOD dependent high schools worldwide. It is a rigorous, comprehensive, and fast-paced course that requires extensive reading and preparation and moderate research. Major curricular areas include learning theory, learner-centered instructional activities, setting instructional outcomes through lesson planning, and preparation. Teaching methodologies include formal and informal lecture, guided discussion, teaching interview, group activities, and demonstration performance. The course is organized for maximum participation in learning. A majority of class time is devoted to seminar activities. Students plan and present teaching lessons, develop test items, and participate in specialized labs to meet AFJROTC requirements. Students must effectively plan and present teaching lessons. They are urged to use AFJROTC lesson plans to prepare the required teaching lessons. Students also receive AFJROTC instruction in curriculum, professional relations, leadership, counseling, twenty-first-century learning standards, classroom performance systems, creative teaching strategies, and diverse learning styles. They are introduced to secondary school challenges and concerns. This required course is directed by AFJROTC Instruction (AFJROTCI) 36-2001, *Air Force Junior ROTC Operations*.

Air Force Junior Reserve Officer Training Corps

Internet Address

<http://www.au.af.mil/au/holmcenter/AFJROTC/>

Program Description. AFJROTC is a secondary school program designed to develop citizens of character dedicated to serving their nation and community. To support this mission, the Jeanne M. Holm Center for Officer Accessions and Citizen Development (Holm Center) produces “world-class” twenty-first-century learner-centered academic materials for AFJROTC high school cadets located at 887 secondary schools worldwide. Currently there are over 122,000 cadets in the program.

Each AFJROTC class consists of three components: aerospace science, leadership education, and a wellness program. Citizenship and character education, the heart of the curriculum program, are primarily embedded in the leadership education series of courses, while sense of service and education in science and technology-related aerospace science are primarily found in the aerospace science series of courses. The flexibility of the AFJROTC curricula design enables each unit to meet the needs of their programs and accomplish the requirements set forth by the district and/or state. The curriculum is correlated to national educational standards using the Midcontinent Research for Educational and Learning (McREL) standards. In addition to the McREL standards, the other national standards alignments include the following:

- National Science Education Standards (NSES),
- Math Standards and Expectations,
- National Council for the Social Studies (NCSS),
- Geography for Life—National Geography Standards, and the
- International Society for Technology in Education (ISTE) National Educational Technology Standards for Students (NETS•S).

The correlations and alignments provide the foundation for standards-based curriculum and should assist each unit meeting district and state requirements. To reinforce what is taught in the classroom, students participate in many outside activities such as field trips to military bases, aerospace facilities and industries, museums, civilian airports, and other areas related to aerospace education.

AFJROTC units also offer the opportunity to participate in extracurricular activities, including drill and ceremonies, summer leadership schools, and honorary academic groups. Additionally, community service projects are a major part of the AFJROTC experience and help instill a sense of civic pride and citizenship.

The AFJROTC curriculum is awarded continuing accreditation with the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACSCASI).

The goals of the AFJROTC program are to instill the values of citizenship, service to the United States, personal responsibility, and a sense of accomplishment.

Learning Outcomes

- To educate and train students in citizenship and life skills;
- To promote community service;
- To instill a sense of responsibility; and
- To develop character and self-discipline through education and instruction in air and space fundamentals and the Air Force's core values of "integrity first, service before self, and excellence in all we do."

Faculty. Retired Air Force commissioned and noncommissioned officers are full-time credentialed faculty members of the participating high school and are employed by the local school board to teach AFJROTC classes.

Duration. Standard academic training is 120–180 contact hours.

Eligibility. The AFJROTC program provides citizenship training and an aerospace science program for high school youth. Enrollment in the AFJROTC program is open to all young people who are in grades 9–12, are physically fit, and are US citizens. Host schools are selected upon the basis of fair and equitable distribution throughout the nation.

Syllabus

Course Number and Title
AS 100 A Journey into Aviation History
AS 200 The Science of Flight: A Gateway to New Horizons
AS 220 Cultural Studies: An Introduction to Global Awareness
AS 300 Exploring Space: The High Frontier
AS 400 Management of the Cadet Corps
AS 410 Survival: Survive • Return
AS 500 Aviation Honors Ground School
LE 100 Citizenship, Character, and Air Force Tradition
LE 200 Communication, Awareness, and Leadership
LE 300 Life Skills and Career Opportunities
LE 400 Principles of Management
LE 500 Drill and Ceremonies

Note: There are 664 school districts nationwide that require each high school with a JROTC program to adapt to individual state/district requirements for awarding credit.

Course Descriptions

For more information regarding AFJROTC courses, go to <http://www.au.af.mil/au/holmcenter/AFJROTC/index.asp>.

ACADEMIC SUPPORT

Several organizations at Maxwell AFB provide academic and historical support for the Air University (AU) resident and distance learning programs. These organizations enable the university to extend essential mission support to a wide range of Air Force units and commands, including Headquarters Air Force and the Department of Defense (DOD).

Air University Registrar

Internet Address

<http://www.au.af.mil/au/cf/auregistrar/registrar.asp>

In support of the Air University's mission, the Office of the Registrar provides assistance to students for admission and enrollment and enables mission success by providing customer service to students, faculty, staff, and other agencies within the DOD.

The AU Registrar plans, directs, and monitors registrar functions within Air University; advises the vice president for academic affairs on matters pertaining to the administration of Air Force professional military education, professional continuing education, and graduate education; provides oversight and guidance on all AU education programs and courses, both resident and nonresident; and oversees the proper documentation of professional military education (PME) within the personnel system. The AU Registrar oversees three branches: Registrar Services, Registrar Support, and Registrar Technology Support.

The Services branch preserves the official repository for academic records of students completing resident and distance learning programs/courses; maintains program/course information and produces the AU Catalog; provides a permanent archival data trail for AU schools; offers counseling to students applying for master's degree programs and assists with the admission process; issues transcripts to educational institutions/agencies upon graduate request; and distributes diplomas upon completion of PME distance learning courses.

The Support branch provides statistics and analysis of all AU education programs; supports the Air Force Education Requirements Board (AFERB) through data tracking and analysis for Air Force advanced academic degree programs and professional continuing education requirements; oversees the professional development education and graduate education programs to include the development and execution-year management of advanced academic degrees, course requirements, allocations, schedules, costs, and program changes; prepares various requirements/production reports and analyses for the USAF, Air Education and Training Command (AETC), and AU; reviews/approves requests for new or modified Air Force professional development courses; provides historical and current statistics on student admissions and enrollments; and serves as the central scheduling office for courses and events controlled by AU schools and organizations.

The Technology Support branch provides technology expertise to meet registrar needs; conducts needs assessment based on changing educational requirements and technological advances, researches available systems, and assesses systems used internally; manages all AU Provost, Academic Affairs, and Registrar Information Assurance functions and responsibilities; assists HQ Air Force Personnel Center (AFPC) and HQ Air Reserve Personnel center (ARPC) with promotion/selection boards by ensuring officer PME graduate data and developmental education credits are correct and current; updates PME completions to the HQ AFPC master personnel file; and coordinates with all DOD PME schools to ensure the receipt and accuracy of all certified AU graduate reports.

Muir S. Fairchild Research Information Center

Internet Address

<http://aulibrary.au.af.mil>

The Muir S. Fairchild Research Information Center (MSFRIC), founded in 1946 as the AU Library, is the premier library in the DOD. It houses well-balanced collections especially strong in the fields of war fighting, aeronautics, Air Force and DOD operations, military sciences, international relations, education, culture and language, leadership, and management. MSFRIC improves Air Force education by providing access to the world of information through quality library services.

The center holds more than 2 million items, including 478,000 military documents, 564,000 monographs and bound periodical volumes, 204,000 maps and charts, and 150,000 military regulations and manuals.

MSFRIC sits at the center of Chennault Circle, Maxwell AFB, Alabama. The library building, Fairchild Library, is named for the founder and first commander of AU, Gen Muir Stephen “Santy” Fairchild. MSFRIC also operates the Henry “Red” Erwin Library at Maxwell AFB–Gunter Annex. This branch provides tailored information collections and services for the Senior NCO Academy.

An active program of bibliographic publications and indexes facilitates access to the center’s holdings and information. Special Library Research Guides and curriculum support pages are published throughout the year and posted

concurrently on the center's website. Produced since 1949, the *Air University Library Index to Military Periodicals* is searchable online, accessed through the center's website.

Electronic information technologies are critical to the delivery of library resources and services. A third-generation integrated library system automates ordering, cataloging, identifying, locating, and circulating library-owned materials. A robust website provides Internet access to the Special Library Research Guides, other PME curriculum-support materials, map and image sites, full-text journals, e-books, newspapers, online databases, and links to key websites. Many MSFRIC tools are now available through the Air Force Portal, including links to reference librarians, bringing the personal touch of library service to the entire Air Force community.

MSFRIC is a member of the Military Education Research Library Network and the Network of Alabama Academic Libraries.

Air Force Enlisted Heritage Research Institute

Internet Address

<http://afehri.maxwell.af.mil>

Mission. *Support the Barnes Center for Enlisted Education by educating and motivating enlisted leaders on our enlisted heritage and history.*

The Air Force Enlisted Heritage Research Institute (AFEHRI) was established 23 May 1997 and is currently a component of the Barnes Center. It is comprised of a director, a curator, a noncommissioned officer in charge of the AFEHRI operations, and an information technology and administration technician. The AFEHRI's mission is to educate and motivate visitors by researching, preserving, and showcasing to the world our Air Force enlisted history, heritage, and their resulting contributions to air power. The AFEHRI answers monthly information requests from as high as the secretary of defense down to the lowest ranking Airman. The AFEHRI is responsible for writing both the history and heritage chapters of the Professional Development Guide (PDG) that all testing-eligible Airmen study for promotion, and contributes heavily to the Airman's Hand Book. Support is also provided to students in all facets of enlisted PME. It also provides secondary student support

to the USAF First Sergeant Academy, as well as to the Officer Training School (OTS), Air Command and Staff College (ACSC), Air War College (AWC), the Reserve Officer Training Corps (ROTC), the Junior ROTC (JROTC), etc.

The institute is comprised of two elements. The research and archives element consists of a research center, archives storage, and a student computer lab. The heritage center element consists of the Enlisted Heritage Hall, with many student-teaching exhibits. A city and state tourist attraction, it is also serves as a military museum to civilian visitors. The AFEHRI preserves the rich and dramatic heritage and tradition of the USAF enlisted corps and its antecedents—Aeronautical Division, Army Air Service; Army Air Corps; and Army Air Forces—in the development of airpower to defend the United States. The AFEHRI achieves its mission by featuring artifacts, art collections, pictorial exhibits, written and oral documentation, audiovisuals, equipment, and selected aircraft parts. Additionally, students use the in-house and online research capabilities to enhance learning and complete enlisted heritage research projects. A significant archival holding is also available, and efforts are systematically made to ensure its growth and availability to researchers and the public.

Air Force Historical Research Agency

Internet Address

<http://www.afhra.af.mil>

The Air Force Historical Research Agency (AFHRA) is the primary repository for Air Force historical documents. Established in Washington, DC, during World War II, the agency's collection moved to Maxwell AFB, Alabama, in 1949 to support AU and is located adjacent to the MSFRIC. The AFHRA is a field operating agency functioning under the policy guidance of the Air Force historian at Headquarters Air Force.

AFHRA's current holdings exceed 700,000 documents and 100 million pages and represent the world's largest and most valuable organized collection of historical documents on US military aviation. These holdings cover a variety of subjects—for example, the use of balloons in the Civil War; air force activities in World War II, Korea, and Southeast Asia; the air war over Serbia; and Operations Desert Storm, Noble Eagle, Enduring Freedom, Iraqi Freedom, and New Dawn.

The majority of documents consist of USAF organizational histories from every echelon of the service from major command to squadron level. Except for the classified or restricted documents comprising approximately 25 percent of the holdings, the collection is open to the public. Finding aids include an electronic database and bibliographies for identifying and locating individual documents on specific topics of interest to the researcher.

To complement the unit histories, the agency houses several special collections, with some dating back to the early 1900s. These collections include historical monographs and studies; almost 2,500 oral history interviews; end-of-tour reports of notable overseas commanders; course materials of the Air Corps Tactical School from the 1930s; and working papers of key Army Air Force staff offices, the British Air Ministry, and the Luftwaffe during World War II. An extensive two-million-page Persian Gulf War collection and electronic database of nearly 85 gigabytes of information on the air war over Serbia have been added to the agency's holdings in the past decade. The Gulf War holdings include chronologies, working papers, message traffic, oral history transcripts, unit histories, and contingency reports.

The agency also holds the personal paper collections of more than 500 Air Force civilian and military figures, including John L. Brown, George C. Kenney, Curtis E. LeMay, John D. Ryan, and Thomas D. White.

The AFHRA holds historical reports and information from Operations Noble Eagle, Enduring Freedom, and Iraqi Freedom and continues to collect such materials from other ongoing Air Force operations. Its historical collection is readily available to AU students, faculty, and staff. In addition, agency staff members provide research and advisory services to assist AU students in preparing papers and theses.

Beyond its support to AU, the AFHRA staff answers requests for historical information from Congress, the Joint Chiefs of Staff, the Air Staff, the major commands, and the general public. Other key functions include drafting and updating the official lineage and honors histories and emblems of the Air Force organizations, writing and publishing historical reference works, conducting the Air Force's oral history program, maintaining records showing the status of aircraft, and updating and preserving the official lists of aerial victory credits earned during each war.

The AFHRA staff routinely takes part in training new Air Force historians and conducting archival and oral history training courses for professional members of the Air Force history and museums program.

ABBREVIATIONS

3C	cross-cultural competence
6S	Six Sigma
A2/AD	antiaccess/area denial
ABD	all but dissertation
ABET	Accreditation Board for Engineering and Technology
ACCME	Accreditation Council for Continuing Medical Education
ACSC	Air Command and Staff College
ACT	accelerated combat timeline
ACTS	Air Corps Tactical School
ADLS	Advanced Distributed Learning Service
AEF	air and space expeditionary force
AETC	Air Education and Training Command
AF	Air Force
AFB	Air Force base
AFCCC	Air Force Chaplain Corps College
AFCDA	Air Force Career Development Academy
AFCLC	Air Force Culture and Language Center
AFCSLC	Center for Strategic Leadership Communication
AFDC	Air Force Doctrine Center
AFDD	Air Force doctrine document
AFEHRI	Air Force Enlisted Heritage Research Institute
AFERB	Air Force Education Requirements Board
AFEWT	Air Force Educational Wargaming Toolset
AFGSC	Air Force Global Strike Command
AFHRA	Air Force Historical Research Agency
AFI	Air Force instruction
AFIT	Air Force Institute of Technology
AFJAGS	Air Force Judge Advocate General's School
AFJROTC	Air Force Junior Reserve Officer Training Corps
AFJROTCI	Air Force Junior Reserve Officer Training Corps instruction
AFNWC	Air Force Nuclear Weapons Center
AFOATS	Air Force Officer Accession and Training Schools
AFPC	Air Force Personnel Center
AFPD	Air Force policy directive
AFRC	Air Force Reserve Command
AFRES	Air Force Reserve
AFRI	Air Force Research Institute

AFRICOM	Africa Command
AFROTC	Air Force Reserve Officer Training Corps
AFSAT	Air Force Security Assistance Training
AFSEWPS	Air Force Senior Executive War-fighter Perspective Seminar
AFSNCOA	Air Force Senior Noncommissioned Officer Academy
AFTRS	Air Force Training Records System
AFWI	Air Force Wargaming Institute
AGA	Alabama Goodwill Ambassadors
A-I	adaption and innovation
AIC	Academic Instructor Course
AICE	Association of International Credential Evaluators
ALE	Advanced Leadership Experience
ALS	Airman Leadership School
ALS DLP	Airman Leadership School Distance Learning Program
AMA PRA	American Medical Association Physician's Recognition Award
AMS	Academy of Military Science
ANG	Air National Guard
AOC	air and space operations center
AOR	area of responsibility
AP	airpower studies
APID	advanced principles of instructional design
AR	academic research
ARB	academic review board
ARC	Air Reserve Component
ARPS	Aerospace Research Pilot School
AS	Aerospace Education
ASB	Air-Sea Battle
ASBC	Air and Space Basic Course
ASPJ	<i>Air and Space Power Journal</i>
ATO	air tasking order
ATS	Air Tactical School
AU	Air University
AUI	Air University instruction
AUSIS	Air University Student Information System
AUSMS	Air University Student Management System
AUTV	Air University Television
AWC	Air War College
AWP	Air Web Planner
AY	academic year

BCC	Basic Chaplain Course
BOT	Basic Officer Training
BOV	Board of Visitors
BPR	Business Process Reengineering
C2	command and control
CA	CMSgt Academy
CAC	common access card
C/JAOC	combined/joint air operations center
C/JFACC	combined/joint force air component commander
C/JFC	combined/joint forces command or commander
CADRE	College of Aerospace Doctrine, Research, and Education
CALT	Civilian Acculturation and Leadership Training
CAP	Civil Air Patrol
CAP-USAF	Civil Air Patrol–United States Air Force
CBOA	Command Board of Visitors
CCAF	Community College of the Air Force
CCC	cross-cultural communication
CDC	career development course
CFACC	combined forces air component commander
CFC	Combined Forces Command
CFP	check flight phase
CFR	<i>Code of Federal Operations</i>
CFT	career field team
CGO	company grade officer
CGSC	Command and General Staff College (Army)
CIA	Central Intelligence Agency
CJCS	Chairman, Joint Chiefs of Staff
CJCSI	Chairman, Joint Chiefs of Staff instruction
CMR	civil-military relations
CNWDI	Critical Nuclear Weapons Design Information
COEC	Cyberspace Operations Executive Course
COIN	counterinsurgency
COT	Commissioned Officer Training
CPDS	Commanders' Professional Development School
CPI	continuous process improvement
CSAF	chief of staff of the Air Force
CSAT	Center for Strategy and Technology
CSO	combat systems officers

CUWS	Center for Unconventional Weapons Studies
CWPC	Contingency Wartime Planning Course
DCAPES	deliberate crisis action planning execution system
DDSC	Defense Decision Support Course
DFMC	Defense Financial Management Course
DFM&CS	Defense Financial Management & Comptroller School
DL	distance learning
DLI	Defense Language Institute
DOD	Department of Defense
DOE	design of experiments
DSCA	Defense Security Cooperation Agency
DSD	Developmental Special Duty
DTRA	Defense Threat Reduction Agency
DWCC	Deputy Wing Chaplain Course
EAD	extended active duty
EHRI	Enlisted Heritage Research Institute (Air Force)
EL	expeditionary leadership
ELFP	Executive Leadership Feedback Program
EMR	employee-management relations
EO	equal opportunity
EOC	emergency operations center
EO/IR	electro-optic/infrared
EPME	enlisted professional military education
EPMEIC	enlisted professional military education instructor course
EQUAL-Plus	Enlisted Quarterly Assignment Listing-Plus
ESL	English as a second language
ETCA	Education and Training Course Announcements
EW	electronic warfare
FC	flight commander
FDL	facilitated distance learning
FDS	force development specialists
FERPA	Federal Family Educational Rights and Privacy Act
FM	financial management
FRLD	full-range leadership development
FS	Foundations of Strategy
FSA	First Sergeant Academy
FSP	Field Studies Program

FSS	Force Support Squadron
FTE	flight-test engineering
FTN	flight-test navigator
FTT	flight-test techniques
FWA	fraud, waste, and abuse
FY	fiscal year
GC	Global Challenge
GMC	general military course
GOE	Gathering of Eagles
GPA	grade point average
GPS	Global Positioning System
GS	global security
GSC	Grand Strategy Concentration
GSU	geographically separated unit
HAF	Headquarters Air Force
HLC	Higher Learning Commission
HPSP	Health Professions Scholarship Program
IBT	internet-based testing
IC	intelligence community
ICBM	intercontinental ballistic missile
ICL	institutional competency list
IDE	intermediate developmental education
IMI	interactive media instruction
IMS	international military student
IN	Intelligence Directorate
IO	information operations
IOFAC	Information Operations Fundamentals Applications Course
IOP	instrument of power
IOS	International Officer School
IRC	Information Related Capabilities
ISD	instructional systems design; instructional system development
ISR	intelligence, surveillance, and reconnaissance
ISS	International Security Studies
ISTE	International Society for Technology in Education
JA	joint air operations; judge advocate

JAEX	joint air and space exercise
JAGWAR	Judge Advocate General Wargame
JAOC	joint air operations center
JAOP	joint air operations plan
JAOPC	Joint Air Operations Planning Course
JASOC	Judge Advocate Staff Officer's Course
JF	joint forces
JFACC	joint force air component commander
JFC	joint force commander
JFOWC	Joint Flag Officer War-Fighting Course
JIIM	joint, interagency, intergovernmental and multicultural
JIPSE	Joint Intermediate Planning Staff Exercise
JLASS	joint land, aerospace, and sea simulation
JOPES	joint operations planning and execution system
JOPPA	joint operation planning process for air
JP	joint planning; Joint Publication
JPEX	joint planning exercise
JPME	joint professional military education
JSCSC	Joint Services Command and Staff College (United Kingdom)
JSL	joint strategic leadership
JTF	joint task force
JWAR	joint wargame
KAI	Kirton Adaption-Innovation
KSA	knowledge, skills, and abilities
L	Lean
LANL	Los Alamos National Lab
LDP	Leadership Development Program
LLAB	Leadership Laboratory
LLNL	Lawrence Livermore National Lab
MAJCOM	major command
MAWS	Maritime Advanced Warfighting School
McREL	Mid-Continent Research for Education and Learning
MILDEC	military deception
MilPDS	Military Personnel Data System
MOU	memorandum of understanding
MSFRIC	Muir S. Fairchild Research Information Center
MWS	major weapon system

NACES	National Association of Credentials Evaluation Services
NAF	Numbered Air Force; nonappropriated fund
NATO	National Atlantic Treaty Organization
NCO	noncommissioned officer
NCOA	Noncommissioned Officer Academy
NCOA DLP	Noncommissioned Officer Academy Distance Learning Program
NCOIC	noncommissioned officer in charge
NCSS	National Council for the Social Studies
NDU	National Defense University
NETS•S	National Educational Technology Standards for Students
NNSA	National Nuclear Security Administration
NS-DM	National Security and Decision Making
NSES	National Science Education Standards
NSF	National Security Forum
NWIM	Nuclear Weapons Information Museum
OD	officer development
OL	organizational leadership
OLMP	Online Master's Program
OODA	observe, orient, decide, and act
OPMEP	Officer Professional Military Education Policy
OPSO	operations officer
OTS	Officer Training School
PACOM	Pacific Command
PADD	person authorized to direct disposition
PBT	paper-based testing
PCE	professional continuing education
PDG	Professional Development Guide
PE	performance evaluation
PME	professional military education
POC	professional officer course
POLAD	political advisor
PPDS	Personnel Professional Development School
PPS	personal profile system
PSP	professional studies paper
PSYOP	psychological operations

RCOT	Reserve Commissioned Officer Training
RCS	regional and cultural studies
RD	restricted data
RDT&E	research, development, test, and evaluation
RNCO	readiness noncommissioned officers
RPA	remotely piloted aircraft
SAASS	School of Advanced Air and Space Studies
SACS/COC	Southern Association of Colleges and Schools/Commission of Colleges
SACSASI	Southern Association of Colleges and Schools Council on Accreditation and School Improvement
SAF	secretary of the Air Force
SAF/IA	secretary of the Air Force for international affairs
SAMS	School of Advanced Military Studies
SARC	sexual assault response coordinators
SAPR VA	sexual assault prevention and response victim advocates
SAW	School of Advanced Warfighting
SCI	sensitive compartmented information
SCOC	superintendent, chapel operations course
SDE	senior developmental education
SDI	special duty identifier
SecDef	secretary of defense
SEL	senior enlisted leaders
SES	Senior Executive Service
SIMWAR	simulated warfare
SJIOAC	Senior Joint Information Operations Applications Course
SLADS	Senior Leader Airpower Doctrine Seminar
SLC	senior-level colleges
SNCOA	Senior Noncommissioned Officer Academy
SNL	Sandia National Lab
SOC	Squadron Officer College
SOC-DL	Squadron Officer College distance learning
SOF	special operations forces
SOS	Squadron Officer School
SPECAT	special duty catalog
SSO	Special Security Office
STARS-ED	Student Transcript and Administration Record System-Faculty Development
SSTR	security, stability, transition, and reconstruction
SSQ	<i>Strategic Studies Quarterly</i>

T&E	test and evaluation
TAFCS	total active federal commission service
TCW	theater campaign warfare
TECOM	Training and Education Command
TFCSD	total federal commissioned service to date
TMP	test management project
ToC	Theory of Constraints
TOEFL	Test of English as a Foreign Language
TPAE	theories and principles of adult education
TPS	Test Pilot School
UbD	understanding by design
UCMJ	Uniform Code of Military Justice
USAF	United States Air Force
USAF TPS	United States Air Force Test Pilot School
USC	<i>United States Code</i>
USSTRATCOM	US Strategic Command
USUHS	Uniformed Services University of the Health Sciences
UTC	unit type code
VSS	Variable Stability System
WAPS	Weighted Airman Promotion System
WAR	warfighting
WCC	Wing Chaplain Course
WESTPAC	western Pacific
WIC	Weapons Instructor Course
WG	wargame
WMD	weapons of mass destruction
WS	warfare studies
XNBP	Exercise in National Budget Priorities



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